REPORT RESUMES

ED 017 578 UD 004 548

THE NEWARK PLAN, A PROGRAM OF EXPANDED OPPORTUNITIES AT WEST KINNEY JUNIOR HIGH SCHOOL. THIRD SUMMARY REPORT, 1964-1967.
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NEWARK BOARD OF EDUCATION, N.J.
PUB DATE 67

EDRS PRICE MF-$0.75 HC-$5.48 135P.

DESCRIPTORS- *SECONDARY SCHOOL STUDENTS, *DISADVANTAGED YOUTH, *COMPENSATORY EDUCATION PROGRAMS, *CURRICULUM ENRICHMENT, *PROGRAM EVALUATION, JUNIOR HIGH SCHOOL STUDENTS, ENRICHMENT ACTIVITIES, COCURRICULAR ACTIVITIES, SCHOOL COMMUNITY RELATIONSHIP, INSTRUCTIONAL MATERIALS, STATISTICAL DATA, BIBLIOGRAPHIES, INNER CITY, JUNIOR HIGH SCHOOLS, NEWARK, NEW JERSEY, NEWARK PLAN, OTIS BETA EM, LORGE THORNDIKE NON VERBAL IQ, METROPOLITAN READING AND ARITH ACHIEV

THIS REPORT (1) EVALUATES THE CLASS ENTERING IN SEPTEMBER 1964, AND ITS ACHIEVEMENT THROUGH THE SPRING OF 1967, AND (2) PRESENTS A CONDENSED SUBJECTIVE EVALUATION OF THE NEWARK PLAN, A SPECIAL COMPENSATORY EDUCATION PROGRAM FOR INNER CITY DISADVANTAGED STUDENTS. (THE PLAN HAS BEEN USED AS THE BASIS FOR TITLE I PROGRAMS IN OTHER NEWARK SCHOOLS). THE REPORT FOCUSES ON ENRICHMENT IN CURRICULAR AND EXTRACURRICULAR AREAS (E.G., LANGUAGE ARTS, SOCIAL STUDIES, SCIENCE, MATHEMATICS, GUIDANCE, CULTURAL PROGRAM, CLUB PROGRAM), SCHOOL-COMMUNITY RELATIONS, A COMPREHENSIVE STATISTICAL SUMMARY, INCLUDING TEST DATA, AND A FOLLOWUP OF NEWARK PLAN STUDENTS IN SENIOR HIGH SCHOOL. AN APPENDIX LISTS ENRICHMENT MATERIALS USED IN THE PROGRAM. (AF)

BOARD OF EDUCATION
WEST KINNEY JR. HIGH SCHOOL
301 WEST KINNEY STREET
NEWARK, NEW JERSEY 07103

SEP [illegible] 1967

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THE NEWARK PLAN
A PROGRAM OF EXPANDED OPPORTUNITIES
AT
WEST KINNEY JUNIOR HIGH SCHOOL

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THIRD SUMMARY REPORT

1964 - 1967

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THE NEWARK PLAN: A PROGRAM OF EXPANDED OPPORTUNITIES

Foreword

This third summary report of the operation of The Newark Plan of Expanded Opportunities is respectfully submitted to the Board of Education for its consideration. The report has been prepared at the direction of Mr. Franklyn Titus, Superintendent of Schools, and Dr. David E. Weingast, former Assistant Superintendent in Charge of Secondary Education. Research for the Newark Plan has been under the direct supervision of Dr. Donald W. Campbell, Director of the Department of Research for the Newark Board of Education.

The first and second reports considered the entering classes of September, 1962 and September, 1963. This report is an evaluation of the entering class of September, 1964 and its achievement through the spring of 1967. In order to avoid repetition, this third report will contain a condensed subjective evaluation of the Newark Plan. For a more complete background, the reader is referred to the first two summary reports 1962-1965, and 1963-1966.

The objective evaluation in this report will also contain data for all three classes for comparison purposes. In addition, a section is devoted to a report of the achievement of the original 1962 class in the senior high school eleventh grade, and a record of the 1963 class in the senior high school in the tenth grade.

The authors wish to express their gratitude to the Department of Reference and Research for scoring and interpreting all of the tests given during the past five years, and to the three senior high school principals, Mr. Albert Angell, Mr. Charles Brodsky, and Dr. Leo Litzky for their assistance in compiling statistics for the tenth and eleventh grade Newark Plan students in their schools.

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Total Group

Entering 7th Graders For The Past Five Years 4
Entering 7th Graders by Feeding Schools 6
Scores 1962-1964-1965, 1963-1965-1966, 1964-1966-1967 8
Growth in Medians and Quartiles 15

The 90 I.Q. and Above Groups

Scores 1962-1964-1965, 1963-1965-1966, 1965-1966-1967 22
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I. BACKGROUND OF THE NEWARK PLAN

During a recent assembly program, Brock Peters, Negro actor, singer, and dancer told an enthusiastic audience of West Kinney students, "What you're learning here is a very important part of your knowledge. I didn't have classes like this. Take full advantage of this learning, it's part of your strength."

The West Kinney School community lies in the midst of the inner city core. It is disturbed by the upheaval of urban renewal, the pinch of unemployment due to the lack of saleable skills, the transitory assistance offered through welfare, and the many frustrations which foster anti-social behavior, discontent, and discouragement.

In September 1962, the Newark Board of Education instituted "The Newark Plan: A Program of Expanded Opportunities," at West Kinney Junior High School. The goals of the "Newark Plan" coincide with the overall objectives of the Newark School System. However, the "Newark Plan" is a special compensatory program designed to meet those special needs which cannot be met by the experiences offered in an ordinary educational program.

The "Newark Plan" has served to guide the Newark Board of Education in developing new programs throughout the school system. As of February 1966, P.S. 89-10 Title I of the Elementary and Secondary Education Act was incorporated into the Newark School program, modeled to a large extent after the "Newark Plan." By utilizing the varied methods, successful experimentation, new approaches, and the wealth of materials accumulated by the pilot project at West Kinney, other schools are now better equipped to meet the needs of disadvantaged pupils and their parents.

The increase in services to the West Kinney School Community was based primarily on the needs witnessed by previous school records and school achievements. Additional teaching materials, cultural enrichment, and increased community involvement became integral parts of the pilot program.

Additional staff members included:

a. One project coordinator
b. Two project teachers
c. One cultural coordinator
d. Two reading specialists
e. Two social workers
f. Five full-time guidance counselors
g. One half-time psychologist (position not filled)
h. Two clerks

Later in this report, there will be a presentation in greater detail, of the wealth of audio-visual and enrichment materials, the special assistance offered to the classroom teacher by staff members, the variety of methods used to implement the program, the effects of the cultural program, and the positive flow between the school and the community.

The school administration and "Newark Plan" staff have continued to involve all school personnel in a concerted effort to meet the needs of the pupils and parents in reaching a common goal.

THIRD SUMMARY REPORT

THE NEWARK PLAN: A PROGRAM OF EXPANDED OPPORTUNITIES
AT
WEST KINNEY JUNIOR HIGH SCHOOL

PART II

IMPLEMENTATION

II. IMPLEMENTATION

Enrichment of Educational Program

1. Language Arts

West Kinney classes are organized on a homogeneous basis. Ninth graders fall into particular classes because of pattern selection. All seventh and eighth graders receive a double language arts period. During one class period, pupils study the fundamental concepts of written English, oral English, spelling, word study, and grammar and usage. A second block of time is devoted to developmental reading which includes practice in oral and silent reading along with gaining mastery of library skills. Each English teacher is expected to adjust the various elements of the language arts curriculum to fit the needs of the individual pupil.

a. Brotherhood Essay Contest

Each year the "Newark Plan" sponsors an essay writing contest concerning brotherhood. The essays are judged by selected members of the English department and are evaluated for content, style, spelling and grammatical usage

Teachers were assisted with this phase of the school program by one of the project teachers. He briefed the teachers, provided work sheets, prepared filmstrips and other materials for motivation.

The contest produced three winners, one from each grade. Winning essays were displayed in the main lobby of the building and were also included in the school newspaper "Teen Talk."

The seventh grade winner wrote: "Brotherhood means living by the Golden Rule. It is not right to offend someone because his beliefs are different from your own. God has blessed us all with the ability to reason and make decisions for ourselves. A person should be judged by his actions and not by his color or creed."

The eighth grade winner wrote of brotherhood in a broader sense: "Brotherhood might be defined as a state of fellowship between a man and his neighbor. In ancient times, a man's neighbors were the people of his tribe or village. In our world today, with communications drawing men ever closer, our neighbors are all men everywhere."

The ninth grader wisely said: "Brotherhood is helping one reach what he couldn't reach when he tried alone."

b. Pen Pals

During the past school year, several hundred West Kinney pupils communicated with students attending schools in Kumasi, Ghana. Before the letters were exchanged, our pupils prepared a tape containing musical selections, vignettes of life in the United States, and individual biographical sketches. Responses from the Peki Secondary School and Prempeh College in Ghana indicated the deep interest that foreign students have in learning of the United States and its customs. Several of the pupils in Ghana were particularly interested in the social customs of our American teenagers.

c. Scrapbooks

One of the ninth grade English classes prepared a scrapbook which was exchanged with a group of students in a secondary school on the island of Barbados. The idea for this cultural exchange resulted from an article written in Junior Scholastic Magazine. The class produced a pictorial scrapbook showing numerous aspects of West Kinney's school and community life. Beginning with a series of thirty-six pictures, each student was permitted to choose four of the pictures and write captions to accompany the photograph. The best captions were then selected to be used in the scrapbook.

The album was completed in May 1967 and mailed to Barbados. An interesting highlight was the insistence by our students that pictures of snow scenes be included. The West Kinney children knew that the island of Barbados has a hot, tropical climate and many of its inhabitants had never seen snow.

d. American Negro Contributions Course

In September 1965, a new full-time course entitled "American Negro Contributions" was offered. The chief purpose of the course was to make the pupils aware of the deeds and exploits of the Negro in America's history. Under the guidance of their teacher, the pupils have explored many facets of Negro life. Consideration was given to the contributions of the early African, Egyptian and Ethiopian cultures.

Periodically, the pupils publish an informative AMNEGCON Newsletter. In one issue, a member of the class summarized the many activities of the course in this manner: "I am a part of a group of privileged students. I am a part of the AMNEGCON, American Negro Contributions Class. The first three days of the week, our teacher lectures us on the different phases of the Negro heritage. Our work may be in the form of reviews of various books, articles from magazines, newspapers, periodicals, and poems. Everyone contributes in some manner. We bring in articles, pictures, sketches, and drawings. On Thursday and Friday, we work on projects. We keep up-to-date on current events, the latest of fashions, and the artistic works of Negroes. This is what AMNEGCON is all about. The students in the class unanimously agree, 'AMNEGCON is a class that every school should have'."

A former West Kinney student, now in the senior high school wrote, "To me, the only thing wrong with high school is not having American Negro Contributions. Keep up the good work."

Our course in American Negro Contributions has completed its second successful year. It has provided the core for a course outline which was submitted to the Board of Education for adoption for summer school and city-wide use in the secondary schools of Newark.

e. Speech Program

This was the first school year that the services of a speech therapist were made available to the students of West Kinney Junior High School. Under the direction of the project teacher, conferences were held with each English teacher. The conferences served to introduce the speech teacher to the staff and to acquaint them with the procedures to be used in the program.

During the month of October, the entire seventh grade class was screened and pupils with a definite need for therapy were selected. Teachers were also requested to refer any eighth or ninth grader who demonstrated a need for help. The speech teacher met with students every Wednesday throughout the school year. Group sizes varied. For example, stutterers were seen individually, while a group of children with similar problems of articulation met in groups of five or six.

The average case load of thirty-eight students produced a variety of results. Twelve students were completely rehabilitated, six made excellent progress, eleven made moderate progress, and nine made little or no progress.

f. Debating Team

In league with junior high schools from Livingston, Union, and Millburn, West Kinney Junior High School sponsored a debating team. The pupils were coached by one of the project teachers. Textbooks and transportation costs for this activity were absorbed by the "Newark Plan." Whenever possible, especially when the debates were held at West Kinney, parents were used to act as judges.

Some of the worthwhile outcomes of this activity bear mention. Our students gained experience in logical reasoning. In addition, they learned the value of research and the proper preparation of material for presentation. Above all, they met with other children and were taught the value of argumentation in a sensible, controlled manner. It is interesting to note that West Kinney won two out of four debates.

g. New Jersey Bell Telephone Company Teletrainer

Another special activity at West Kinney is the use of the teletrainer telephone sets for classroom use. Pupils are guided in the use of proper speech and telephone courtesy while using this means of communication.

h. The Reading Program

1.) Remedial Reading Classes

Approximately two hundred and twenty of the most seriously retarded readers, regardless of I.Q. scores, were taught directly by the two full time remedial reading teachers. The pupils, who met with these teachers, did so on a daily basis in classes of fifteen or less. The inclusion of the more retarded children in these special classes decreased the size of the regular reading groups to less than twenty.

2.) Classroom Reading Program

The basic tool utilized in the regular classroom reading program was the S.R.A. reading kit. Under the direction of the project teacher, an expert in this field, demonstration lessons were taught to all English teachers who then were provided with suitable kits for their particular classes. In addition, English teachers used a variety of special materials. Some of the more popular tools of instruction were the Dolch Reading Games, Laugh and Learn Grammar, and an abundance of reading materials which have a junior high school interest level but were written on an elementary and intermediate reading level.

3.) Controlled Reading Machine

Two of the basic aspects of reading skills are coordination and mobility. Our Controlled Reading Machine is geared to stimulate the development of these two skills. With its left-to-right moving slot, the machine develops considerable mobility while improving coordination.

West Kinney has two Controlled Reading Machines available. Through the "Newark Plan" the school received materials prepared for use with these teaching devices. An orientation-demonstration schedule directed by one of the project teachers familiarized all members of the English department in the proper use of the machines. The training sessions were accepted enthusiastically by the staff. When the machines were used on a regular basis, the growth in the pupil's interest and span of attention was quite satisfactory.

A manual for the "Controlled Reader" prepared by a "Newark Plan" staff member pointed out the following skills which can be developed with the use of this machine:

a. Coordination and mobility
b. Directional attack and interpretive skills
    1. Orderly perception
    2. Heightened attention and concentration
    3. Faster thinking and more rapid reading
    4. Improved ability to organize thoughts

Copies of the Controlled Reading Machine Manual can be obtained upon request by contacting the "Newark Plan" office at West Kinney Junior High School.

2. Social Studies

Materials and assistance provided by the "Newark Plan" assisted social studies teachers in the enrichment of their curriculum. Wider use of audio-visual materials was encouraged and helped enrich and fortify the learning situation. Extensive use was made of the Junior Scholastic Magazine, geographical overlays, News Focus Magazine, pamphlets, and periodicals. A Pictorial History of the Negro in America proved to be a valuable teaching aid. The Negro Heritage Library Series served to instill pride and helped to raise the aspirational level of the pupils.

3. Science

One of the "Newark Plan" project teachers worked directly with the members of the science department. The project teacher was available at all times and aided teachers in planning and implementing units of work. The regular science program was enriched by the use of Current Science Magazine, Science Reader, Modern Science Kits and a variety of science booklets. The availability of these materials and the help of the project teacher facilitated the smoother functioning of classes in the science area.

During the past school year (1966-1967) an earth science class was in operation at West Kinney. Students, directed by their teacher, participated in many activities to supplement the classroom program and interesting projects were developed throughout the school year.

a. Trip to New Jersey State School of Conservation

Preparation for the field trip to Stokes State Forest began in September 1966. The school administration, "Newark Plan" staff and teachers who were to accompany the group held frequent meetings to organize this worthwhile educational experience. Students were given the following materials in preparation for the field trip:

1. General information - this included a pledge to be signed by the students and parents. Each student pledged proper conduct for the entire trip. (It is noteworthy to mention that none of the pledges were violated.)
2. Check list of articles to bring.
3. Schedule of activities for the entire trip.
4. Camp songs.
5. Star chart - "Operation Sky Watch."
6. Weather data sheet for weather forecasting.
7. Pictures of animal tracks.
8. A map of the camp.

Pupil orientation was handled by the classroom teacher, cultural coordinator and school nurse. Complete physical examinations were given to all pupils by the school doctor. Since cabins and a cabin leader were assigned to the pupils during the orientation period, a family atmosphere was developed.

The group, forty-five in number, arrived at the camp site in the early evening of April 28. The following schedule was followed and comments are made when necessary:

Friday

5:00 - 6:00 p.m.	Cabin clean up, rest period, preparation for dinner.
6:00 - 7:00 p.m.	Dinner (Dinner was served in buffet fashion) This was a new experience for many pupils.
8:00 - 8:30 p.m.	Camp fire preparation.
8:30 - 9:00 p.m.	Camp fire activities were held.
9:00 - 10:15 p.m.	"Operation Sky Watch" was organized. Students used star charts and flash lights to identify constellations. The teachers added stories of ancient mythology to motivate interest.
10:45 p.m.	Lights out.

Saturday

6:15 a.m.	All students were up and ready for "Operation Bird Walk." The group observed the early morning activities of animal life.
7:00- 8:00 a.m.	Breakfast was served.
8:00- 9:00 a.m.	Cabins were cleaned and preparations were made for morning field hike.
9:00-11:00 a.m.	The students were separated into two study groups. Each group followed a different trail for nature study. Nature study included rock formations, kinds of rocks, boulders, animal life, and tree identification.
11:00-12:30 p.m.	Rest and recreation period was held.
12:30- 1:30 p.m.	A Buffalo-Throw steak dinner was featured at lunch time. This was a cook-out over an open fire. The meal was shared with the group by the school principal and a project teacher who visited the campsite.
1:30- 2:00 p.m.	Recreation period was held featuring outdoor sports. The equipment for this activity was supplied by the school recreation department. The principal, project teacher, and the teacher leader toured the camp during this time.
2:00- 4:30 p.m.	A nature walk was taken by all students accompanied by their teachers, a "Newark Plan" project teacher, and the principal.
4:30- 6:00 p.m.	Boating
6:00- 7:00 p.m.	Dinner
7:00- 8:00 p.m.	Rest period
8:00-10:00 p.m.	A record hop was held in Kittatinny Hall.
10:30 p.m.	Lights out

Sunday

8:00- 9:00 a.m.	Breakfast
10:00-11:00 a.m.	Religious services were held.
11:00-12:30 p.m.	Preparation for return home.
12:30 p.m.	Dinner
3:00 p.m.	Bus arrived and group boarded bus for trip home.
6:00 p.m.	The group arrived at West Kinney.

The teacher in charge of the trip best summarized the results of the trip thusly, "I am elated to have been instrumental in planning, coordinating, and expediting this trip to Stokes Forest. My compliments to parents and students for all preparations. In keeping with the educational philosphy that 'Education Involves Development of the Whole Person,' I feel that this experience touched many aspects of the student's development. The children had experiences in planning, organization, community living, and the adjustment in living harmomiously with others. Of greater value was mutual trust and dependency developed between the students and the teachers."

In May of 1967 the same group, accompanied by the same teachers, visited Stokes State Forest for a second time. The group was able to investigate and compare results of their previous visit. The change in seasons provided many differences which were noted by the students.

b. Daily Weather Charts

Because of the interest developed by the student body in weather forecasting, special units were developed in several of the science classes. An explanation of terms assisted students in comprehending expressions heard frequently on television. "Dew point," "humidity," "precipitation," and "temperature" became common topics for discussion throughout the school.

4. Mathematics

Efforts were conducted throughout the school year to strengthen arithmetic skills. A committee of teachers headed by the math department coordinator and project teacher worked to revise subject matter so that pupil proficiency could be gained in the mastery of computational skills. Two of the most frequently utilized tools were the S.R.A. Math kits and the "Problems of the Week."

a. S.R.A. Math Kits

Nine teachers met with varied success while using the S.R.A. Math kits in their classrooms. The project teacher was assigned the responsibility of training the classroom teacher in the use of these kits. He conducted demonstration lessons for each teacher prior to their using the kits. The S.R.A. kit consists of survey tests which diagnose fundamental strengths and weaknesses. When a deficiency was established, the pupil returned to the kit and, under the direction of the teacher, selected a card containing problems in his area of weakness. The teacher, now aware of the pupil's weakness, concentrated on individualizing his help to meet the pupil's needs. After practicing to increase his competency, the pupil progressed at his own rate of speed. A progress test then determined whether or not the pupil was ready to go on to some other section of work. Pupil record books were kept by the pupil and helped to increase motivation and foster initiative.

b. Problems of the Week

A series of problems were distributed each week to each math teacher. A variety of problems were presented which necessitated the use of all of the four basic processes in math. Teachers tested the pupils frequently and found the problems to be most helpful. Plans are being made to have a committee of pupils and teachers compile a series of problems for the next school year.

5. Other Subject Areas

The "Newark Plan" office has become a virtual treasure chest for the teachers of West Kinney. The wide range of materials gathered and catalogued for use encompassed the entire spectrum of the school program. In addition to compiling materials for teacher use, the "Plan" office serves as the audio-visual aids center in the school. Teachers order films, records, and filmstrips, and are trained in the use of visual aids equipment by both project teachers.

6. Experimental and Enrichment Materials

Throughout the school year, the "Newark Plan" staff supplied the faculty with bulletins to assist them with classroom presentation. The list of materials was catalogued and each member of the faculty was supplied periodically with an up-to-date list of instructional aids. As an illustration of the most recent list of available materials, the reader is referred to Appendix I.

7. Guidance

Increased counseling for individual pupils and parents was continued through the services of the five full-time guidance counselors. Counselors were available throughout the day to solve the many problems encountered by the student body. Group counseling continued on a bi-monthly basis. Topics for discussion were geared to raise the aspirational, scholastic, and vocational sights of students.

Grouping based on intelligence scores, reading scores, and scholastic records continued to be used. Readjustments of individual schedules were made when warranted. Incentive for success was stimulated by the issuance of awards for scholarship and perfect attendance. Slow learners were tested for proper placement.

a. Testing Program

The complete "Newark Plan" testing program was organized and administered by the guidance staff. Test results were used for diagnostic purposes and often led to curriculum revision along with class placement. The Department of Reference and Research cooperated with the school in the scoring and interpretation of test results.

b. Saturday at Rutgers Program

Six students from West Kinney Junior High School participated in a special program on six successive Saturday mornings at Rutgers University. The main objective of the program was to raise the sights of students who were capable of going to college, but who did not consider themselves college bound. The program was financed completely by the University.

The program, which ran for two hours, was led by a Rutgers College of Arts and Science professor. Discussions were held in the areas of history, political science, geography, sociology, or current events. Senior Rutgers students in the areas presented, served as discussion leaders and group leaders. Special emphasis was placed on the discussion of civil rights, slavery and reconstruction, and Africa.

c. Plans for Progress

On Friday May 5, 1967 West Kinney Junior High School held a "Plans for Progress Program." This special program uses as its guidelines the criteria set down by Vice President Hubert H. Humphrey's Committee on Youth Motivation. With the cooperation of business and industry, "Living Witnesses," i.e., people from minority groups who have been successful in business and industry, came into the school and met with the pupils. The pupils chose areas of specific interest and benefited from meeting at least two "Witnesses." Assembly programs were held for all students to further raise their aspirations.

The program coordinator, Mr. Emory Brown, a representative of The Bell Telephone Company wrote, "The success of the program held on May 5th was due, in a great part, to the efforts of the guidance staff and their dedication to fullfillment of the concepts fostered by the Vice-President's Committee on Youth Motivation. I would also like to express on behalf of the "Witnesses" and Committee, our appreciation for the wonderful response and welcome we received from the students of West Kinney Junior High School. It is my suspicion that your students have been adopted by many of the "Witnesses" and that you will see manifestations of this by more interest and participation in future programs."

d. Articulation and Orientation

The school administration and guidance department work closely with the elementary feeding schools, the senior high schools, and the city and county vocational schools. Throughout the school year, visits and exchanges of information are made on a frequent basis. The information gained from the elementary schools assists the guidance staff in the proper placement of pupils for programming at West Kinney Junior High School.

e. Special Psychiatric Services

During the fall of 1966, West Kinney received the services of a consulting psychiatrist for one full school day per week for six weeks. It was decided to utilize his services in two approaches:

1. Group sessions with children
2. Group sessions with teachers

A committee of school personnel set up an outline for the program. The student groups, morning and afternoon, were to be composed of ten members who met with the psychiatrist for forty minutes. The purpose of the meetings was to:

1. Help students discover why they were not functioning well in school.
2. Help students develop desirable self-concepts.
3. Help students gain new insights.
4. Help students cultivate a rationale for their actions.
5. Lend necessary support to the student as he struggled with the resolution of conflict situations he confronts.

Criteria for membership in the student groups was reserved for those children who were classified by the following behavior patterns:

1. apathetic
2. uncertain
3. flighty
4. inconsistent
5. non-conforming
6. over-conforming
7. over-aggressive

The psychiatrist in his evaluation pointed out that the seventh grade group was in the process of socialization. The eighth and ninth graders were more sophisticated. Attendance in both groups was regular. The children were allowed to ventilate their feelings and he was able to be supportive in his role. When it was necessary, the psychiatrist did individual testing.

The teacher group, made up solely of volunteers, gained valuable insight into the problems of the students. Many felt that a program of this nature should be for a longer period of time. It was also suggested that the psychiatrist conduct sessions of this nature for the entire faculty. A teacher evaluation form elicited the following comments:

> "It has given me a little more insight into some of the more complex problems of our children."

- -

> "It makes me happy to know that the school administration is aware of the great needs of many of our children, and is attempting to do something about these needs."

- -

> "The program has been of general value to me as a teacher into deepening my awareness as to some of the personality manifestations of our students."

- -

> "We are conscious of our problems and he is well informed as to the clinical nature of the problems encountered. As teachers we need concrete assistance in the classroom."

- -

> "It has helped me to understand some of the problems of the students and how they feel toward teachers."

- -

"I can't quite see the point to these meetings except that teachers are able to air their gripes."

- - - - - - - - - - - - - - - - - - - -

"The program was helpful to me as a teacher in that we were able to share experiences and ideas between teachers."

- - - - - - - - - - - - - - - - - - - -

"The program reenforced my work as a psychology minor and my graduate work in the psychology of underprivileged children taken at Newark State Teachers' College."

- - - - - - - - - - - - - - - - - - - -

"The program offered by Dr. Brandon has been of general value to me as a teacher. It has deepened my insight into some of the personality manifestations of our students. Unfortunately, due to the lack of time and other factors, his services had to be narrowed down to the evaluation of only a limited number of students."

- - - - - - - - - - - - - - - - - - - -

"I would recommend more conferences if possible."

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f. Other Guidance Services

The "Newark Plan" staff meetings served to familiarized guidance personnel with the structure of existing social agencies. Personal contacts were made with agency representatives and facilitated work with them. The guidance staff continued to work with the attendance department to attack the continuing and serious problem of truancy. The many anti-poverty programs in the city often called upon the guidance staff to assist them in the selection of candidates for job training and the development of self-sufficiency.

8. The Cultural Program

The cultural program was geared to extend the classroom into the community. Both parents and students participated in the cultural program. A primary objective of the cultural program was to include experiences and to visit facilities which parents and students would continue to visit in their leisure time. Particular emphasis was placed on resources to be found in the metropolitan area which have little or no cost for participants.

a. The Field Trip Program

The cultural coordinator surveyed each facility prior to its use. Assisted by members of the "Newark Plan" staff, he prepared guides for trip planning and trip follow up. Field trips were designed to enrich existing courses of study.

Seventh graders, who study the origins of civilization in their social studies classes, and begin a survey of general science, were taken on trips to the Newark Museum, Metropolitan Museum of Art, and the Edison Museum. Eighth graders, who study American history, journeyed to the Morristown National Historical Park and the General Motors automobile plan in Linden. For the ninth grade, the emphasis was placed on occupational and vocational goals. Therefore, students made field trips to the Ford Motor Company in Metuchen, the Lever Brothers plant in Edgewater, the Mennen Company in Morristown, the Remco Corporation in Harrison, the Prudential Insurance Company in Newark, and Proctor and Gamble in Staten Island. Whenever possible, classes were taken to see artists such as Harry Belafonte, Duke Ellington, Ella Fitzgerald, the Supremes, and Peter, Paul and Mary. The entire ninth grade visited the St. James Theater in New York City to see "Hello Dolly." Two bus loads of children visited Washington, D.C. The pupils who went on this trip went purely on a voluntary basis. An interesting sidelight to the Washington trip was a tour of the Howard University Medical School.

The trips mentioned are a sampling of the wide range of excursions experienced by West Kinney students. As a result of individual teacher requests, other field trips were made available to our students. Correlation with classroom work was a prime requisite for trip approval. For a complete list of field trips the reader is referred to page 15-18 of the First Summary Report and pages 15 and 16 of the Second Summary Report.

b. In-School Activities

Assembly programs were of a varied nature. They ranged from individual performers such as Brock Peters, Gilbert Price, and Pauline Myers,to group presentations featuring the Voices Incorporated, the Trenton State College Gymnastic Team, Virginia State College, the Harnick-Adams Productions of "Young Abe Lincoln," "Young Tom Jefferson," and "Young Tom Edison," and the New York City Center Ballet troop. Whenever possible, the children met with the performers who were usually invited to visit the classrooms.

c. Pupil Evaluation of Cultural Program

West Kinney students were asked to evaluate the cultural program from their point of view. Some responses follow:

"The trips haven't helped me in any way because I still can't pass Algebra."

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"Each trip I went on taught me something different."

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"There were a lot of things I didn't know until I went on trips. For example, when I visited Klein's Department Store, I didn't know that store goods had to go through all of that just to be sold."

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"I saw many things that I would like to do. I am going to stay in school."

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"When I went on a trip to the college in New Brunswick, N.J., I knew right then that I want to learn more about college."

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"When I went on trips I learned how to act in certain places."

9. School Club Program

West Kinney teachers continued to service the student body long after the regular school day. A variety of clubs were sponsored by the faculty which hopefully will lead to a more worthwhile expenditure of leisure time in adult life. The activities listed alphabetically are as follows:

Autograph Club
Athletic Squad
Bowling Club
Boys' Chorus
Candy Stripers
Cheerleaders
Chess and Checker Club
Current Events Club
Dance Club
Gardening Club
Girl Scouts
Golf Club
Junior Red Cross
Musical Comedy Club
Negro History Club
Photography Club
Radio and Television Club
Reading Club
Seniors' Club
Sewing Club
Spanish Club
Student Council
Talent Club
Teen Talk (School Newspaper)
Tropical Fish Club

Pupils were given a freedom of choice in club selection and participation. Attendance and interest varied depending upon the fancy of the individual. Pupil participants gained from their club experience. Their club activities will serve them well in the future.

The Community

The school administration, the "Newark Plan" staff, and school faculty continued to expand its community contacts. The needs of the students and parents continued to guide school planning and school curriculum. School personnel familiarized themselves with existing social agencies and channeled pupils and parents to them as necessary.

1. Role of Project Personnel

a. The Project Coordinator

The project coordinator continued to meet with hundreds of parents, community leaders, educators, and members of civic and social organizations. His membership in the United Community Corporation, the West Kinney Junior High School Scholarship Fund Committee, and service as a board of trustee member of the Fuld Neighborhood House enabled him to keep in close touch with the community. Along with several other members of the "Newark Plan" staff, he served as a member of the executive board of the West Kinney P.T.A.

b. Project Teachers

The main function of both project teachers is to assist teachers in the classroom. In addition, they both became intimately involved with community activities. One project teacher represented the school at the Area Board meetings of the United Community Corporation, the Community Council meetings at the Fourth Precinct, and the Big Brother Movement recently instituted by the Essex County Probation Department. The other project teacher served as P.T.A. treasurer and was a member of its executive board. He continued to serve as school advisor to the girl scout troop. He assisted the social worker at the weekly parent conferences by serving as a discussion leader and as a resource person.

c. Social Worker

Both social workers served as liason between the school and the community. Frequent home visitations were made whenever a need was indicated. They assisted many parents by acting as contacts and referral agents for the many social agencies in the city. In addition, one social worker conducted the weekly meetings of parents and community leaders held every Thursday afternoon.

2. Parent Meetings

During the year, several hundred parents came into the school to attend the weekly parent meetings. Attendance at any given session varied, but the usual number present ranged between fifteen and twenty. A wide range of topics were discussed. Several meetings were devoted to the problems of the neighborhood. Whenever possible, resource people from the Newark Housing Authority, Police Department, United Community Corporation, Legal Aid Society, Planned Parenthood Committee, West Kinney Junior High School Scholarship Fund, and Fuld Neighborhood House came to the meetings to discuss problems of mutual concern with the parents. Social, economic, and medical problems were favorite topics of discussion.

3. P.T.A. - Newark Plan Mailing

Through the cooperation of the school administration, the "Newark Plan" staff, the P.T.A. president and members of her executive board, and the English Department, a letter and school-community calendar was sent to each parent monthly. The pupils in the English classes were asked to address envelopes, complete salutations, and fold and insert letters for the "P.T.A.-Newark Plan" mailing. Under the direction of their teachers, the pupils were thus given experience in the vital area of written communication. Parents stamped the letters and prepared them for mailing.

The school-community calendar (see next page) served to alert the parents to the many activities sponsored by the school. The pupils circled all events on the calendar which pertained to their specific class. The following letter was sent to all parents and helps to explain the purpose in sending this type of school communique:

WEST KINNEY JUNIOR HIGH SCHOOL
Parent-Teacher Association

February 21, 1967

Dear Parent:

Hi! We're happy to send this letter to keep you up-to-date on what's going on at West Kinney. You'll probably hear from us every month from now on.

The West Kinney calendar in this letter lists the trips which are being sponsored by The Newark Plan and important community events which might interest you. Your child has circled the programs and trips which he will attend. We would like you to go with him at any time FREE OF CHARGE.

Of course, you are also invited to attend any of our assembly programs and our weekly parent meetings too.

If you'd care to visit West Kinney during OPEN SCHOOL WEEK March 13-17, the Livingston Street door will be open for you all day. P.T.A. mothers will be there to help you find your child's teachers and classes.

So come on in. Come to where the action is - come to West Kinney.

Your friends,

Bertram Trachtenberg
Principal

Mrs. Louis Monk
P.T.A. President

P.S. Try hard to make the March 1st and March 14th shows in the school auditorium. A professional acting company is going to present an exciting program on both dates. On March 1st, they will perform in a musical comedy called "Young Tom Edison." On March 14th, they will present "Young Abe Lincoln" which was a Broadway hit only a few years ago. We'll save you a seat. No charge for either show.

WEST KINNEY JUNIOR HIGH SCHOOL
SCHOOL AND COMMUNITY CALENDAR
MARCH 1967

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
			-1- "Young Tom Edison" - - - Basketball game W.K. vs. 7th Ave.	-2- Nowark Museum - - - Parent Meeting	-3- Am. Museum of Natural History	-4-
-5-	-6- Art Demonstration	-7- Newark Museum - - - Debate -- W.K. vs. Kawameeh Jr. High	-8- International Flower Show	-9- Proctor & Gamble - - - Parent Meeting - - - "The Supremes"	-10- Newark Museum - - - International Flower Show	-11-
-12- Crispus Attucks Parade	-13-	-14- "Young Abe Lincoln" - - - Am. Museum of Natural History	-15- Newark Airport	-16- United Nations - - - Newark Museum - - - Parent Meeting Spring Music Festival	-17- Am. Museum of Natural History	-18-
-19- Palm Sunday	-20- Am. Museum of Natural History	-21- Steven Wolosonowich Violinist	-22-	-23-	-24- GOOD FRIDAY SCHOOLS CLOSED	-25-
-26- EASTER SUNDAY	-27- - - - - - - - - - - - - SCHOOL CLOSED - - - - - - - - - - - -	-28-	-29-	-30-	-31-	

4. West Kinney Junior High School Scholarship Fund

A group of educators, citizens, and business and industry leaders, established the West Kinney Junior High School Scholarship Fund. The main impetus and force behind the formation of this committee came from Timothy Still, President of the United Community Corporation of Newark. The purposes for which this committee was formed were:

- to provide graduates of West Kinney Junior High School with an opportunity to enter the college of their choice upon graduation from high school by providing them with financial assistance

- to provide guidance and counseling for graduates of West Kinney and to assist them in their college choice

- to provide assistance in gaining admission to college

- to assist in building morale for the students of West Kinney Junior High School by providing tangible examples of assistance to graduates.

On the night of April 21, the first annual fund-raising event was held. A series of twelve amateur boxing matches was presented to the community. A net profit of over $1400 was realized. At the June meeting of the Board of Trustees, it was decided to present three $350 scholarship awards to former West Kinney Junior High School graduates. It was also decided to present the awards at the West Kinney graduation ceremonies. This would serve to motivate current and future pupils at West Kinney to strive for the grants.

Membership on the Board of Trustees of the West Kinney Junior High School Scholarship Committee touches a broad spectrum of the community. Listed on the next page are the names of the officers and committee chairmen of the group.

Members of the West Kinney Junior High School Scholarship Fund Committee:

Officers

President - Timothy Still
First Vice President - Thomas L. Parks
Vice President - Bertram Trachtenberg
Vice President - Joseph Sivolella
Vice President - Larrie W. Stalks
Vice President - Fred Sales
Treasurer - Francis Quillan
Assistant Treasurer - Esta Williams
Secretary - James Quinlan
Assistant Secretary - Mary Smith
Legal Counsel - Sidney Reitman

Standing Committee Chairmen

Boxing - George Branch
  Charles Davis
Laws - Oliver Lofton
Employment - Edward Kirk
  Morris Spielberg
Finance - Louis Quad
  Thomas Edwards
Public Relations - Samuel Haynes
Scholarship - John Garrett
  John Thomas
School Laison - Seymour Puckowitz
  Charles Johnson
Special Projects - Esta Williams
  Gloria Butler

Board of Trustees

Alex Bethea
Richard L. Bland
Cherrie Coleman
Louis Danzig
Shirley Graham
Robert Hubbert
Joel R. Jacobson
Edward Lee
Daniel Martino
Fred Means
Alice Monk
Simeon Moss
Irving Rosenberg
David Taylor
Ossie Wilson

5. Parent Communiques

In order to re-evaluate, revise, or modify our program, the following letter was sent to many parents, eliciting a variety of responses:

> Dear Parent:
>
> We are completing the fifth year of the Newark Plan and we are anxious to find out how the program of expanded opportunities has helped you and your child.
>
> Please list your comments on the bottom of this letter and mail it back to the school in the stamped, self-addressed envelope.
>
> Thank you for your cooperation in this matter.
>
> Very truly yours,
> Bertram Trachtenberg
> Principal

Many parents responded to the letter and several of the replies are listed below:

"I firmly believe the 'Newark Plan' is an excellent means of helping the child to broaden his world. Many parents, myself included, could not possibly afford to take such trips with their children. I am glad the Newark Plan is here. I hope to see it continued."

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"In January of 1965 my son was transferred to West Kinney Junior High School. He had heard many unpleasant rumors about the school and was so deeply upset that he cried for two days. However, in less than a week he was raving about the superiority of West Kinney Junior High. I am satisfied that the program there is second to none in the city."

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"I think more time and thought should be put into the planning of trips for the average student. The brighter children do not need as many trips. The average child however, needs to be shown the jobs he or she can get with a proper education."

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"It is my pleasure to let you know of the help which the 'Newark Plan' has given to my daughter. I am the only one supporting my child and she would never have had the opportunity to go out or be a part of so many pleasure trips."

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"I have gone with the school on many occasions and it has given the two of us much to talk about. It has brought us closer as daughter and mother and now we can discuss our problems as well as our experiences."

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"I think the 'Newark Plan' is a most wonderful project. At one time I was planning to leave Newark, but the 'Newark Plan' is one reason I will not move because you cannot get this opportunity any place else."

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"In my estimation it broadens the child's mind and gives him a sense of responsibility."

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"The program has meant more to my children and me than words can say. I am the sole support of my three children and the older ones are most fortunate to be at West Kinney."

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"In my opinion I think the 'Newark Plan' is a wonderful thing. I hope the program is continued."

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"This is the first year for me to let you know that my son has learned a great deal so far. The teachers are very good. As for myself, I like the meetings. I have learned a lot of things I didn't know about. Whenever I have a little problem I go to the social worker or guidance counselor. I always feel much better after talking things over."

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"I think the 'Newark Plan' is the best thing that ever happened to the school system. It has helped my child and me tremendously. I am looking forward to the 'Newark Plan' next year."

6. Summary - The Community

The challenge of today's world, with its high value on human relationships, on a stable home life, on respect for public and private property, and on an appreciation of our natural heritage cannot be met adequately in a five or six hour school day. Programs must be developed within the community which will serve to continue the teachings of the school. Greater participation in solving problems must be placed among the indigenous members of the community. It is only by involving those who must be served that we can hope to develop tomorrow's leaders in a peaceful community.

Miscellaneous

1. A Student Evaluation of the Newark Plan

Many of the faculty members at West Kinney Junior High School are continuing their education at schools of higher learning. Some have fulfilled course requirements by making studies of certain aspects of the school program. One such investigation, made by a full-time guidance counselor, was entitled "A Student Evaluation of the Newark Plan of Expanded Opportunities at West Kinney Junior High School, Newark, New Jersey." The research had three objectives:

a.) To show the degree of success the "Newark Plan" has achieved based on student evaluation.

b.) To show those aspects of the program which the students felt were most successful.

c.) To present the attitudes of students towards the program as revealed through a questionnaire study.

The four classes of eighth grade students who participated in the study had been enrolled in the "Newark Plan" for two years. The classes used in this study were 8-1, 8-3, 8-8, and 8-16. This allows for a sampling from all areas of ability grouping since the 8-1 class is the most academically competent and the 8-16 class in the least academically competent. The one hundred boys and girls ranged in age from twelve to fourteen.

The following questions were presented to the pupils participating in the study.

"Has the 'Newark Plan' helped you to:

a.) raise your education goals?

b.) improve your attitude towards the teachers and school?

c.) develop an interest in job opportunities?

d.) increase your reading of books, magazines, and newspapers?

e.) increase your interest in after-school clubs and other activities?

f.) improve your parents' cooperation with the school?

g.) increase the number of interviews which you have had with your guidance counselor?

A rating scale was developed which provided an opportunity to tabulate the answers to each question:

3 - very much

2 - a lot

1 - a little

0 - not at all

The pupils completed the questionnaire in their English classes and were guided by their teachers who used the questionnaire as part of a regular lesson. However, it is important to note that the children were not directed to answer in any fashion and their responses are original.

The questionnaire results produced the following information:

a.) The total positive results revealed that 75% of the students felt that the "Newark Plan" had raised their educational goals.

b.) A total of 71.5% feel they have developed improved attitudes towards teachers and school.

c.) 84% of the students developed a keener interest in job opportunities.

d.) 84% of the participants claimed that they read more.

e.) Interest in school clubs and after-school programs increased by 74%.

f.) 73% of the students felt their parents' cooperation with the school improved.

g.) 54% of the students believed the number of the student-counselor interviews increased.

A summary of results revealed that the "Newark Plan" had achieved significant success in the areas determined through the student evaluation. Results and conclusions revealed that forty-four percent of the one hundred students responded on the 3.0 or "very much" level. Thirty-one percent of the students made overall responses on the 2.0 or "a lot" level. These responses combined total seventy-five percent, which indicate a very positive student attitude towards the "Newark Plan" and its goals.

2. Pupil Comments

In order to re-evaluate and reorganize the school program, a pupil evaluation questionnaire was circulated throughout the ninth grade. The questionnaires were answered in class with the help of the English teacher. Three questions were asked:

Question #1 - "Do you think you have been helped during your three years at West Kinney by the 'Newark Plan?'

Responses to question #1

"Yes, because we went to places that I thought we would never see."

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"Yes, the 'Newark Plan' has given me a great deal of help."

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"I attended West Kinney for one year in the ninth grade. I really enjoyed being here. I think the 'Newark Plan' is something many other schools don't have. We at West Kinney are lucky."

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"Yes, the school has helped me a lot. The guidance counselors helped, we got good books, had good entertainment, and learned how to act in the auditorium."

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"Yes the program made school bearable."

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"Yes, the 'Newark Plan' helped me in many ways, especially on 'Plans for Progress Day' when different people came and showed us the many jobs that are available to Negroes."

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"Yes, the 'Newark Plan' helped me do better in school."

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"It helped me to set a goal."

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"Yes, I think the program helped because people came into the school from different jobs."

Question #2 - "How have the trips you have taken while at West Kinney helped you to become a more knowledgeable person?

Responses to question #2

"The trips gave me some idea of what I want to be in the future."

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"The trips to the museums were very entertaining and useful."

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"The trips showed us how to prepare for a job."

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"There were a lot of things I didn't know until I went on these trips."

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"The teachers taught me how to behave when I went to different places."

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"Some of the trips were for special subjects. You learned more about the subject when we went out on the trip."

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"I learned how to put cars together when I went to General Motors."

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"I saw things that I will always remember."

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"I love to go on trips. They are exciting and very interesting."

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"The trips have been very educational and have shown me a lot of different fields I can go into once I have completed college."

Question #3 - "What advice would you give to new 7th graders entering West Kinney?"

Responses to question #3

"Study hard and try to get the most out of school."

"Take advantage of all the opportunities that come your way."

"These next three years you're going to learn a lot."

"Take advantage of this wonderful program. Go on as many trips as possible and take part in as many activities as you can."

"Study because you don't really get away with anything."

"Study hard in the seventh grade and keep it up through the ninth grade."

"I would tell them to see if they can't talk to the teachers and tell them where they would want to go on trips."

"Never give your locker combination to anyone, not even your friends."

"Stay in school and learn all you can, because later on it will pay."

"Try not to be a big shot and try to learn."

3. Meeting at Fuld House

On Tuesday, November 15th, the faculty shared an interesting afternoon with the staff at the Fuld Neighborhood House. School personnel were invited as a group to meet at the Fuld House to discuss a joint community program. In addition to holding the regular monthly faculty meeting, the teachers toured the Hayes Homes. Particular emphasis and interest centered upon a visit to the nursery school sponsored by the Fuld House. A better understanding of the problems of the children resulted from this meeting.

4. School Show

On February 9th and 10th, two programs were sponsored by the school's Parent-Teacher Association. A combined school-community effort produced "Lady West and her Sextet" and "Bye, Bye, Birdie" which was presented by the school musical-comedy club.

Lady West, a parent from the community, presented a delightful show of comedy dancing. The sextet consists of six of her children who danced while she performed in pantomime.

The musical comedy, "Bye, Bye, Birdie" was directed by three of the faculty members. Students from all three grades were members of the cast. The combined program produced a profit of $250 which was applied to the P.T.A. treasury for scholarship purposes.

5. Girl Scout Troop

For the first time in the history of West Kinney, Cadette Girl Scout Troop #554 sold Girl Scout cookies. Their efforts afforded them second place in the city-wide contest. Faculty members assisted the girls in making this feat possible. A total sale of over $100 was realized. West Kinney Girl Scouts profited from the sale by receiving portions of the money for their scouting program.

6. After-School Study Program

Every Monday, Wednesday, Thursday, and Friday afternoon for one hour after school, an opportunity was presented to all students to improve their studies. Teachers were available to help students in all major subject areas i.e., reading, language arts, social studies, arithmetic, business math, and science. The library was also available to students during this time period for independent reading and research. Students were permitted to leave one study room to attend another or go to the library if they wished. Many students took advantage of the program and attended the study on a frequent basis.

7. Golf Club

A golf club, sponsored by two of our faculty members, was begun this year at West Kinney. Mr. Titus, Superintendent of Schools, graciously donated golf clubs to the group. This year the main concentration was to gain proficiency in fundamentals such as form, stance, and approach. Both boys and girls participated in this extra-curricular activity. Plans are being made to hold matches against other schools during the coming school year.

8. Teacher Comments

The key for success in any program is the classroom teacher. A philosophy has been established at West Kinney that one must take a child at his own level and proceed from that point forward. Teacher involvement in the "Newark Plan" over a period of five years brought forth the following comments:

> "The abundance of materials, visual aids, parent conferences, and excellent cultural experiences have assisted me as a teacher."

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> "I was expecially pleased that I was able to expose the children to programs and trips related to classroom work."

"I was grateful for the help I received with discipline problems."

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"It is definitely a good experience for children to be shown various institutions and jobs in this area. I think it is expecially important to explore the immediate community of Newark."

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"I profited from the materials available to help children with low reading levels."

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"We still need more help with the teaching of math."

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"The 'Newark Plan' has provided me with leadership."

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"The field trips were inspirational."

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"All aspects of the program are useful. I am impressed with the immediate availability of someone to offer assistance to me when problems arise."

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"I wish to compliment the efforts of the 'Newark Plan' in making possible for our students experiences which they normally might not have. The most outstanding feature that I would indicate was the privilege given to teachers in selecting events of particular interest. I have benefited greatly by broadening my own experiences. I would recommend that more week-end activities be planned."

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"The opportunity to be with the children in a social-educational situation has been invaluable to me. In classroom situations, we have a broader base for two way communication."

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"I think we should have some parent-teacher activities. Teachers should be allowed to visit homes during the school day."

CONCLUSION

Over the past five years, efforts have been made by the school administration and 'Newark Plan' staff to raise the aspirational level of pupils and parents in this community. The progress of learning must be a continuous one and we must constantly modify, readjust, and re-evaluate our approaches and direction. There must be a renewed vigor and continued dedication to meet the complexity of problems which confront the parents and students of the West Kinney School Community.

THIRD SUMMARY REPORT

THE NEWARK PLAN: A PROGRAM OF EXPANDED OPPORTUNITIES
AT
WEST KINNEY JUNIOR HIGH SCHOOL

PART III

STATISTICAL SUMMARY

III. STATISTICAL SUMMARY

Since this 1967 evaluation of the third Newark Plan class will parallel those made in 1965 and 1966, it is considered wise to present some of the background of the previous studies. For comparison purposes the results of the 1962-1965 and 1963-1966 studies appear on each page with matching data from the 1964-1967 groups.

At a meeting in October, 1962, attended by Dr. David E. Weingast, former Assistant Superintendent in Charge of Secondary Schools, Dr. Donald W. Campbell, Director of Research for the Board of Education, Mr. Bertram Trachtenberg, Principal of West Kinney Junior High School, Mr. Seymour Puckowitz, Newark Plan Coordinator, and various other staff members, the research project was outlined and approved.

There were three control groups and one pilot group. The control group was composed of the seventh grade classes at Clinton Place Junior High School, Seventh Avenue Junior High School, and the Newton and Charlton, K-8 elementary schools. The pilot group was the seventh grade class at West Kinney Junior High School.

The pilot school and the Seventh Avenue school and the two elementary schools are located in the inner city core area, whereas Clinton Place is located in a two and three-family dwelling zone and draws almost no students from low cost Federal Housing Project areas. Thus slight deviations were expected and are pointed out where relevant.

Some changes have occurred in the control schools which were anticipated and were unavoidable. Certain features of the West Kinney experimental program were incorporated into the program of the control schools. Additional personnel was appointed in the control schools and an "emulation factor" also brought to the control schools some of the features which were to be found only at West Kinney in 1962. In the spring of 1966, a grant under Title I of the Education Act gave the control schools most of the resources of the original Newark Plan. Nevertheless, it is believed the effort in the pilot school should still be evaluated. Changes in the control schools should be of interest since their students have benefited from approximately one and one-half yearsof Title I.

Students have been tested in six areas of competence:

1. Verbal I.Q.
2. Non-Verbal I.Q.
3. Reading Word Knowledge
4. Reading Comprehension
5. Arithmetic Computation
6. Arithmetic Concepts

Pupils were tested in the fall in the seventh grade. They were retested in the late spring of their eighth grade. Junior high school pupils were tested again late spring in their ninth grade. Since the elementary groups were numerically small they will be omitted from this report, although they were included in previous summaries.

The tests administered were:

1. Otis Beta EM - grades 7, 8, 9
2. Lorge Thorndike Non-Verbal I.Q.
    a. Grade 7 - level 3
    b. Grades 8 and 9 - level 4
3. Metropolitan Reading and Arithmetic Achievement
    a. Grade 7 - Intermediate AM - fall testing
    b. Grades 8 and 9 - Advanced BM - spring testing

Student growth in the pilot and control schools was evaluated for three groups:

1. The total group
2. Children with I.Q.'s of 90 or higher
3. Children with I.Q.'s below 90

The testing program was begun for the latest group in October 1964. As time went on, there was a sharp attrition in numbers caused by population mobility common to our urban families, by occasional retardation, exclusion for various reasons, and by abscence. As in the first two studies, it was agreed to include in this third evaluation only the children who had actually taken all tests administered over the three year period.

As of September 1964, the numbers of seventh grade pupils involved in the research study were:

SCHOOL		BOYS	GIRLS	TOTAL
Clinton Place Junior	Control	246	245	491
Seventh Avenue Junior	Control	140	162	302
West Kinney Junior	Pilot	240	216	456
	Total	626	623	1249

The final numbers of pupils involved in the 1967 study are:

SCHOOL		TOTAL TESTED 1964	TOTAL RETESTED 1967	PERCENT RETESTED
Clinton Place Junior	Control	491	202	41%
Seventh Avenue Junior	Control	302	113	37%
West Kinney Junior	Pilot	456	176	39%
	Total	1249	491	39%

Since approximately 39% of the original group was thus available for comparison, the statistical analysis should be meaningful and valid. It is therefore possible to determine the growth of a given set of 491 children in the three schools involved in the study. The students who were tested and whose scores will appear as eighth graders in 1966 record columns are exactly the same students whose scores as seventh graders are listed for 1964. Similarly, those students whose scores appear in the 1967 columns are exactly the same junior high students who were listed in the 1964 scores.

III. STATISTICAL SUMMARY

The Total Group

In order to keep the "Newark Plan" up to date in view of possible changes in the feeding K-6 schools, a study was made of the entering classes of West Kinney Junior High School for 1962, 1963, 1964, 1965 and 1966. The scores listed are those made by ALL of the seventh grade children in school on the day of the particular test and are therefore not the achievement of identical students. Comparison of these "universe" scores with those scores of the 176 West Kinney study children indicate that a good sampling was achieved. Little change has occurred over the five year period studied. It is pleasing to note that the downward trend of the first four years seems to be reversed by the entering seventh grade students of September 1966.

SCORES OF ENTERING WEST KINNEY 7TH GRADERS FOR THE PAST FIVE YEARS

Chart 1A

Otis Beta EM - Verbal Intelligence														
1st Quartile					Median					3rd Quartile				
1962	1963	1964	1965	1966	1962	1963	1964	1965	1966	1962	1963	1964	1965	1966
81	80	77	76	79	88	87	86	84	86	94	95	94	92	94

Chart 1B

Lorge Thorndike - Non Verbal Intelligence														
1st Quartile					Median					3rd Quartile				
1962	1963	1964	1965	1966	1962	1963	1964	1965	1966	1962	1963	1964	1965	1966
80	83	80	79	81	89	90	88	87	91	98	98	96	95	101

III. STATISTICAL SUMMARY

Chart 1C

Reading Word Knowledge - Metropolitan Achievement														
1st Quartile					Median					3rd Quartile				
1962	1963	1964	1965	1966	1962	1963	1964	1965	1966	1962	1963	1964	1965	1966
3.6	3.8	3.7	3.4	3.8	4.5	4.7	4.7	4.4	4.6	5.5	5.5	5.7	5.5	5.7

Chart 1D

Reading Comprehension - Metropolitan Achievement														
1st Quartile					Median					3rd Quartile				
962	1963	1964	1965	1966	1962	1963	1964	1965	1966	1962	1963	1964	1965	1966
3.5	3.6	3.5	3.3	3.7	4.4	4.3	4.4	4.0	4.2	5.4	5.4	5.3	5.2	5.3

Chart 1E

Arithmetic Computation - Metropolitan Achievement														
1st Quartile					Median					3rd Quartile				
1962	1963	1964	1965	1966	1962	1963	1964	1965	1966	1962	1963	1964	1965	1966
4.9	4.9	4.7	4.8	4.8	5.5	5.5	5.3	5.4	5.3	6.1	6.0	6.1	6.0	5.9

Chart 1F

Arithmetic Concepts - Metropolitan Achievement														
1st Quartile					Median					3rd Quartile				
1962	1963	1964	1965	1966	1962	1963	1964	1965	1966	1962	1963	1964	1965	1966
4.4	4.4	4.2	4.1	4.2	5.0	5.1	4.9	4.8	4.9	5.8	5.8	5.7	5.7	5.7

III. STATISTICAL SUMMARY

In view of the introduction of Title I programs in four of the elementary (K-6) schools which feed West Kinney Junior High, and the presence of the Victoria Plan in the fifth K-6 school, it was considered essential for future planning to evaluate the incoming 1967 students by individual schools. The category "others" refers to individual pupils who entered from various schools outside the West Kinney district. If it were learned that wide deviations occurred special programs would be indicated at West Kinney.

As may be seen from the following charts 2A through 2F, only minor differences occurred in median Otis I.Q. scores; schools 2 and 5 had the highest Lorge Thorndike I.Q. scores; schools 2 and 5 had the highest Word Knowledge scores and the highest median Reading Comprehension levels; school 5 was highest in Arithmetic Computation and Arithmetic Concepts. Although school-to-school differences do appear, West Kinney can continue to give each child proper placement through the use of semi-homogeneous class grouping.

SCORES ACHIEVED BY 7TH GRADE PUPILS ARRANGED BY FEEDING SCHOOLS - NOVEMBER 1966

Chart 2A	Otis I.Q.				Chart 2B Lorge Thorndike I.Q.			
	No.	Q1	M	Q3	No.	Q1	M	Q3
School 1	67	77	85	91	74	82	89	98
2	84	79	86	97	86	84	97	105
3	101	79	87	95	101	79	89	101
4	121	79	86	95	119	78	87	99
5	53	82	88	97	58	83	95	102
Others	33	76	84	92	31	78	85	93
All Schools	459	79	86	94	470	81	91	101

SCORES ACHIEVED BY 7TH GRADE PUPILS ARRANGED BY FEEDING SCHOOLS - NOVEMBER 1966

Chart 2C	Reading Word Knowledge				Chart 2D Reading Comprehension			
	No	Q1	M	Q3	No	Q1	M	Q3
School 1	66	3.6	4.5	5.1	66	3.3	4.0	4.9
2	78	4.0	5.1	6.0	78	3.5	4.5	5.3
3	100	3.6	4.5	5.5	100	3.3	4.2	5.3
4	119	3.6	4.5	5.6	119	3.5	4.0	4.7
5	57	3.9	4.8	6.1	57	4.0	4.5	5.3
Others	32	3.7	4.5	5.3	32	3.7	4.3	4.4
All Schools	452	3.8	4.6	5.7	452	3.7	4.2	5.3

Chart 2E	Arithmetic Computation				Chart 2F Arithmetic Concepts			
	No	Q1	M	Q3	No	Q1	M	Q3
School 1	70	4.8	5.2	5.9	71	4.0	4.6	5.6
2	84	4.7	5.1	4.8	73	4.4	5.1	5.7
3	106	4.9	5.3	5.8	100	4.2	4.7	5.6
4	121	4.8	5.4	6.2	117	4.3	4.9	5.7
5	58	4.9	5.9	6.4	55	4.4	5.4	5.8
Others	36	4.5	5.2	5.6	28	4.4	5.0	5.4
All Schools	475	4.8	5.3	5.9	444	4.2	4.9	5.7

III. STATISTICAL SUMMARY

The following charts 3 through 8 list the scores achieved on the tests by ALL of the children of the study groups. Charts 9 through 14 will show the growth achieved in each test area by each total group. Charts 15 through 20 will list the scores of the 90 I.Q. and above groups and charts 21 through 26 will indicate their growth. Charts 27 through 32 will present tne scores of the below 90 I.Q. groups; 33 through 38 will list the amount of growth for these children.

On each page chart "A" will contain the 1962-1965 scores; chart "B" will show the result of the evaluation for the 1963-1966 classes; and chart "C" will list the records of the most recent 1964-1967 groups.

It will be interesting to compare not only the pilot group with the control groups of this latest study, but also to compare the 1967 results of all groups with those of the earlier studies. Perhaps the most outstanding fact is the declining trend in I.Q. scores for each of the entering classes of 1962, 1963, 1964, in each school in the study. However, a hopeful note may be found in the statistics and comments on page IV-4. These indicate a reversal of the trend has been achieved by the entering 1966 class at West Kinney Junior High and future studies may reveal similar improvement in the control schools as well.

III. STATISTICAL SUMMARY

VERBAL INTELLIGENCE

OTIS BETA EM

TOTAL GROUPS

CHART 3A - CLASS OF 1962

SCHOOL	N	1962			1964			1965		
	391	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	131	87	95	100	86	94	102	88	99	106
SEVENTH AVENUE	61	83	93	99	81	90	97	86	95	104
WEST KINNEY	199	84	91	97	85	93	101	87	95	103

CHART 3B - CLASS OF 1963

SCHOOL	N	1963			1965			1966		
	467	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	188	85	92	100	86	93	102	87	95	104
SEVENTH AVENUE	63	81	89	97	82	90	97	86	92	102
WEST KINNEY	216	82	89	96	83	89	96	84	92	99

CHART 3C - CLASS OF 1964

SCHOOL	N	1964			1966			1967		
	491	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	202	83	90	97	84	90	99	84	92	101
SEVENTH AVENUE	113	81	87	93	82	88	94	82	91	98
WEST KINNEY	176	82	89	97	82	91	100	84	92	101

Although the first report indicated that Clinton Place entering students were somewhat higher in verbal I.Q. than those of the other two schools, it should be noted that by 1964 (Chart 3C) Clinton Place entering scores were quite close to those of West Kinney, and Seventh Avenue was lowest. The scores for both Clinton Place and Seventh Avenue indicate a drop in the median of five and six points, respectively. When the three classes were retested at the end of the ninth grade, Clinton Place and Seventh Avenue classes still showed a more marked decline from 1965 through 1967. As of May 1967 the three schools were approximately equal in this test area.

III. STATISTICAL SUMMARY

NON-VERBAL INTELLIGENCE LORGE THORNDIKE TOTAL GROUPS

CHART 4A - CLASS OF 1962

	N	1962			1964			1965		
	391	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	131	87	95	105	88	97	105	93	102	110
SEVENTH AVENUE	61	87	93	100	87	93	100	89	104	113
WEST KINNEY	199	83	92	100	87	96	105	93	104	112

CHART 4B - CLASS OF 1963

SCHOOL	N	1963			1965			1966		
	467	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	188	84	90	99	88	98	106	90	99	111
SEVENTH AVENUE	63	84	90	98	86	97	105	88	97	110
WEST KINNEY	216	84	92	100	88	97	104	93	102	109

CHART 4C - CLASS OF 1964

SCHOOL	N	1964			1966			1967		
	491	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	202	80	88	95	86	95	106	86	98	108
SEVENTH AVENUE	113	82	87	92	87	94	100	91	97	106
WEST KINNEY	176	81	91	98	84	93	104	91	99	109

As in Charts 3A, 3B, and 3C, Clinton Place and Seventh Avenue entering classes scores show marked declines in non-verbal intelligence from 1962 to 1964. The pilot school, which was lowest in 1962, has the highest M and Q_3 scores for 1964 although, even for West Kinney, a slight decline has occurred.

After three years for each group, West Kinney shows the highest "Lorge" scores. However, all schools have relatively similar scores in 1967, with the exception of the Clinton Place Q_1 score of 86 which is five points lower than the other two scores of 91.

III. STATISTICAL SUMMARY

READING WORD KNOWLEDGE METROPOLITAN ACHIEVEMENT TOTAL GROUPS

CHART 5A - CLASS OF 1962

SCHOOL	N	1962			1964			1965		
	391	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	131	4.3	5.5	6.4	5.7	7.1	9.5	6.1	8.1	10.2
SEVENTH AVENUE	61	3.8	5.1	6.0	5.7	6.9	7.6	5.7	6.7	8.7
WEST KINNEY	199	4.0	4.9	6.0	5.7	6.7	8.3	6.3	7.6	9.9

CHART 5B - CLASS OF 1963

SCHOOL	N	1963			1965			1966		
	467	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	188	4.3	5.2	6.5	5.6	6.9	8.6	6.3	7.8	9.8
SEVENTH AVENUE	63	3.8	4.5	5.7	5.3	6.2	7.6	5.9	6.8	9.7
WEST KINNEY	216	3.9	4.7	5.5	5.4	6.3	7.6	5.7	6.9	8.8

CHART 5C - CLASS OF 1964

SCHOOL	N	1964			1966			1967		
	491	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	202	4.3	5.2	5.8	5.4	6.5	7.9	5.5	6.9	8.8
SEVENTH AVENUE	113	3.7	4.7	5.6	5.3	5.8	7.1	5.7	6.7	8.7
WEST KINNEY	176	3.8	4.9	5.8	5.4	6.5	8.1	5.8	6.8	9.1

Although the Q_1 and M scores in Word Knowledge for Clinton Place have remained constant from 1963 to 1964, the Q_3 shows a drop from 6.5 to 5.8. As a result the Q_3 scores for Clinton Place and West Kinney are the same at 5.8. It may be observed that the order of the schools changes in 1967 so that West Kinney is highest in two out of three scores as compared with a reverse situation at the start. The entering scores for Seventh Avenue (Chart 5C) were lowest at the start, were lowest in 1966 and still lowest in 1967. However it should be noted that all three schools are very close in Q_1, M, and Q_3 in 1967, in contrast to the final scores of 1965 shown in Chart 5A. Seventh Avenue scores are identical in Charts 5A and 5C.

III. STATISTICAL SUMMARY

READING COMPREHENSION METROPOLITAN ACHIEVEMENT TOTAL GROUPS

CHART 6A - CLASS OF 1962

SCHOOL	N	1962			1964			1965		
	391	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	131	4.4	6.1	7.1	5.3	6.8	8.7	6.1	7.7	9.7
SEVENTH AVENUE	61	3.8	4.7	5.7	5.1	6.3	7.5	5.3	6.6	8.0
WEST KINNEY	199	3.7	4.9	6.1	4.7	6.3	8.3	5.7	7.1	9.7

CHART 6B - CLASS OF 1963

SCHOOL	N	1963			1965			1966		
	467	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	188	4.2	5.2	6.7	4.8	6.0	8.0	5.3	7.2	8.7
SEVENTH AVENUE	63	4.0	5.0	5.7	4.7	5.8	7.3	5.3	6.8	8.3
WEST KINNEY	216	3.6	4.3	5.4	4.5	5.3	7.3	5.0	6.3	8.1

CHART 6C - CLASS OF 1964

SCHOOL	N	1964			1966			1967		
	491	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	202	4.0	4.9	5.7	4.7	5.9	7.3	4.7	6.3	8.0
SEVENTH AVENUE	113	3.7	4.2	5.1	4.4	5.3	6.3	4.9	5.9	8.0
WEST KINNEY	176	3.8	4.5	5.5	4.4	5.7	7.3	4.9	6.4	8.4

For the three entering classes, only the West Kinney scores remained relatively stable. The control schools showed several considerable declines from 1962 and 1963 scores. The downward trend continued throughout the study as may be seen by comparing the 1966 and 1967 scores in Chart 6C with those in Charts 6A and 6B.

In 1964, the pilot school was higher than Seventh Avenue but lower than Clinton Place. In 1966, Clinton Place was still in the highest overall position, with a Q_3 score of 7.3 equalled by West Kinney. However, by 1967, the West Kinney scores were equal to or higher than those in both of the control schools.

III. STATISTICAL SUMMARY

ARITHMETIC COMPUTATION METROPOLITAN ACHIEVEMENT TOTAL GROUPS

CHART 7A - CLASS OF 1962

SCHOOL	N	1962			1964			1965		
	391	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	131	5.4	5.8	6.6	5.9	6.5	7.2	6.4	7.2	7.7
SEVENTH AVENUE	61	5.2	5.8	6.5	6.0	6.5	7.2	6.0	7.2	8.1
WEST KINNEY	199	5.0	5.6	6.3	5.6	6.4	6.9	6.0	6.6	7.4

CHART 7B - CLASS OF 1963

SCHOOL	N	1963			1965			1966		
	467	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	188	5.3	5.9	6.5	6.0	6.6	7.4	6.3	7.1	7.6
SEVENTH AVENUE	63	5.2	5.9	6.6	5.6	6.5	7.5	6.1	7.2	7.9
WEST KINNEY	216	5.0	5.6	6.4	5.7	6.2	7.1	6.1	6.6	7.6

CHART 7C - CLASS OF 1964

SCHOOL	N	1964			1966			1967		
	491	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	202	5.2	5.7	6.2	5.8	6.5	7.1	6.0	6.7	7.5
SEVENTH AVENUE	113	5.1	5.6	6.2	5.9	6.6	7.5	6.1	6.7	7.6
WEST KINNEY	176	4.8	5.6	6.4	5.6	6.2	7.2	5.9	6.6	7.5

In contrast to the gradual decline in reading levels for the seventh graders in all schools, the arithmetic scores have remained fairly stable for 1962, 1963 and 1964. The retardation still is approximately 1.6 years in the median (5.6). The pilot and control schools were quite close at the start in 1964 in Chart 7C and are even more similar after three years. The 1967 interquartile spread in Arithmetic Computation is at most 1.6 years (7.5 - 5.9 for West Kinney) as compared with spreads in Reading Word Knowledge as high as 3.3 years (see Chart 5C for West Kinney, 9.1 - 5.8)

III. STATISTICAL SUMMARY

ARITHMETIC CONCEPTS METROPOLITAN ACHIEVEMENT TOTAL GROUPS

CHART 8A - CLASS OF 1962

SCHOOL	N	1962			1964			1965		
	391	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	131	5.1	5.6	6.5	5.8	6.5	7.8	6.5	7.5	8.5
SEVENTH AVENUE	61	5.0	5.6	6.4	5.8	6.5	7.2	6.3	7.0	7.8
WEST KINNEY	199	4.6	5.3	6.1	5.8	6.5	7.5	6.4	7.2	7.8

CHART 8B - CLASS OF 1963

SCHOOL	N	1963			1965			1966		
	467	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	188	5.0	5.6	6.4	6.1	6.8	7.5	6.5	7.1	7.9
SEVENTH AVENUE	63	4.6	5.5	6.2	5.6	6.5	7.5	6.3	7.1	8.0
WEST KINNEY	216	4.5	5.2	5.9	5.8	6.5	7.5	6.4	6.8	7.8

CHART 8C - CLASS OF 1964

SCHOOL	N	1964			1966			1967		
	491	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	202	4.7	5.4	5.8	5.8	6.4	7.2	6.4	6.8	7.8
SEVENTH AVENUE	113	4.4	5.1	6.0	6.0	6.5	7.3	6.0	6.8	7.8
WEST KINNEY	176	4.3	5.1	6.1	5.6	6.4	7.3	6.0	6.7	7.5

The pattern of lower achievement levels in seventh grade appears again in Arithmetic Concepts, more noticeably in the control schools than in the pilot school. For the first time, in 1964, the Q_3 score at Clinton Place is lower than the scores at West Kinney and Seventh Avenue. However, the 1967 Q_3 score for Clinton Place is equal to or higher than the others, and is nearly equal to the score of 1966 Chart 8B. The median scores in 1967 for all schools are practically equal at 6.7 and 6.8. It may be stated in summarizing pages 13 and 14 that the ninth graders leaving the three junior highs achieve at an average grade approximately 6.7 in the area of Arithmetic Computation and Concepts.

III. STATISTICAL SUMMARY

Growth in Total Groups

The following charts numbered 9A, 9B and 9C through numbers 14A, 14B and 14C, list the GROWTH in the three school groups for six different time intervals. For the "A" charts the time intervals were:

a. November 15, 1962 to May 15, 1964 or 1.6 school years
b. November 15, 1962 to May 1, 1965 or 2.6 school years

For the "B" charts the time intervals were:

a. November 1, 1963 to June 1, 1965 or 1.7 school years
b. November 1, 1963 to May 1, 1966 or 2.6 school years

For the "C" charts the time intervals were:

a. November 1, 1964 to May 1, 1966 or 1.6 school years
b. November 1, 1964 to May 1, 1967 or 2.6 school years

For better understanding of the derivation and meaning of these charts it is advisable to perform the following example. Chart 9A is derived from chart 3A, "Verbal Intelligence-Otis-Beta EM-Total Groups." For example, in order to compute the "+2" in Chart 9A in the median column for West Kinney, return to Chart 3A. Subtract the "91" in the median column for 1962 from the "93" median for West Kinney for 1964. The "+2" shows the change in score.

The beginning scores of the three groups of 1964 do not show the same rank as that of the original 1962 classes. Clinton Place is only slightly higher than West Kinney. Seventh Avenue is slightly lower than the pilot school. As stated previously there has been a decrease in entering class levels in all schools. "Growth" figures will be evaluated not only for the 1964-1967 group but will also be matched with previous increments.

III. STATISTICAL SUMMARY

VERBAL INTELLIGENCE OTIS BETA EM TOTAL GROUPS

CHART 9A - GROWTH IN MEDIANS AND QUARTILES - CLASS OF 1962

SCHOOL	INTERVAL 1.6 YEARS (1962-1964)			INTERVAL 2.6 YEARS (1962-1965)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	-1	-1	+2	+1	+4	+6
SEVENTH AVENUE	-2	-3	-2	+3	+2	+5
WEST KINNEY	+1	+2	+4	+3	+4	+6

CHART 9B - GROWTH IN MEDIANS AND QUARTILES - CLASS OF 1963

SCHOOL	INTERVAL 1.7 YEARS (1963-1965)			INTERVAL 2.6 YEARS (1963-1966)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	+1	+1	+2	+2	+3	+4
SEVENTH AVENUE	+1	+1	0	+5	+3	+5
WEST KINNEY	+1	0	0	+2	+3	+3

CHART 9C - GROWTH IN MEDIANS AND QUARTILES - CLASS OF 1964

SCHOOL	INTERVAL 1.6 YEARS (1964-1966)			INTERVAL 2.6 YEARS (1964-1967)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	+1	0	+2	+1	+2	+4
SEVENTH AVENUE	+1	+1	+1	+1	+4	+5
WEST KINNEY	0	+2	+3	+2	+3	+4

Although there are positive increments in Verbal I.Q. scores for the 1964-1966 and 1964-1967 intervals, the changes are minimal. Since the same conclusion could be reached by examination of the changes listed in Chart 9A and 9B, it may be stated that the growth is not significant. Nevertheless, since it has been shown that for each group reading levels were raised during the junior high years, it may be concluded that the gains in I.Q., however small, are a result of that improvement.

III. STATISTICAL SUMMARY

NON-VERBAL INTELLIGENCE LORGE THORNDIKE TOTAL GROUPS

CHART 10A - GROWTH IN MEDIANS AND QUARTILES - CLASS OF 1962

SCHOOL	INTERVAL 1.6 YEARS (1962-1964)			INTERVAL 2.6 YEARS (1962-1965)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	+1	+2	0	+6	+7	+5
SEVENTH AVENUE	0	0	0	+2	+11	+13
WEST KINNEY	+4	+4	+5	+10	+12	+12

CHART 10B - GROWTH IN MEDIANS AND QUARTILES - CLASS OF 1963

SCHOOL	INTERVAL 1.7 YEARS (1963-1965)			INTERVAL 2.6 YEARS (1963-1966)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	+4	+8	+7	+6	+9	+12
SEVENTH AVENUE	+2	+7	+7	+4	+7	+12
WEST KINNEY	+4	+5	+4	+9	+10	+9

CHART 10C - GROWTH IN MEDIANS AND QUARTILES - CLASS OF 1964

SCHOOL	INTERVAL 1.6 YEARS (1964-1966)			INTERVAL 2.6 YEARS (1964-1967)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	+6	+7	+11	+6	+10	+13
SEVENTH AVENUE	+5	+7	+8	+9	+10	+14
WEST KINNEY	+3	+2	+6	+10	+8	+11

In the non-verbal I.Q. scores, much greater growth has occurred for all schools than occurred in the Otis "verbal" records. Over the 1.6 year interval, the Clinton Place Q_3 went up eleven points. This gain was held during the longer period which shows a rise of thirteen points. The Seventh Avenue growth of fourteen points in Q_3 is greatest. Gains were generally larger than those for both previous groups. For the 2.6 year interval West Kinney maintained its previous record of growth. The non-verbal I.Q. growth for each school is almost triple the verbal gain so that the final scores almost meet the national norms as shown in Chart 4C.

III. STATISTICAL SUMMARY

READING WORD KNOWLEDGE METROPOLITAN ACHIEVEMENT TOTAL GROUPS

CHART 11A * GROWTH IN MEDIANS AND QUARTILES - CLASS OF 1962

SCHOOL	INTERVAL 1.6 YEARS (1962-1964)			INTERVAL 2.6 YEARS (1962-1965)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	1.4	1.6	3.1	1.8	2.6	3.8
SEVENTH AVENUE	1.9	1.8	1.6	1.9	1.6	2.7
WEST KINNEY	1.7	1.8	2.3	2.3	2.7	3.9

CHART 11B - GROWTH IN MEDIANS AND QUARTILES - CLASS OF 1963

SCHOOL	INTERVAL 1.7 YEARS (1963-1965)			INTERVAL 2.6 YEARS (1963-1966)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	1.3	1.7	2.1	2.0	2.6	3.3
SEVENTH AVENUE	1.5	1.7	1.9	2.1	2.3	4.0
WEST KINNEY	1.5	1.6	2.1	1.8	2.2	3.0

CHART 11C - GROWTH IN MEDIANS AND QUARTILES - CLASS OF 1964

SCHOOL	INTERVAL 1.6 YEARS (1964-1966)			INTERVAL 2.6 YEARS (1964-1967)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	1.1	1.3	2.1	1.2	1.7	3.0
SEVENTH AVENUE	1.6	1.1	1.5	2.0	2.0	3.1
WEST KINNEY	1.6	1.6	2.3	2.0	1.9	3.3

In the 1.6 year interval in Chart 11C only West Kinney achieved an overall growth of at least one month for each school month. The West Kinney scores for the shorter periods in Charts 11A, 11B and 11C are quite similar.

For the 2.6 year interval, no school maintained a one month growth for one school month except for the upper quartiles. A comparison of Chart 11B and 11C indicates that the control schools showed less gain in the class of 1964 than for the 1963 group. West Kinney achieved about the same growth in both charts for both time intervals.

III. STATISTICAL SUMMARY

READING COMPREHENSION METROPOLITAN ACHIEVEMENT TOTAL GROUPS

CHART 12A - GROWTH IN MEDIANS AND QUARTILES - CLASS OF 1962

SCHOOL	INTERVAL 1.6 YEARS (1962-1964)			INTERVAL 2.6 YEARS (1962-1965)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.9	.7	1.6	1.7	1.6	2.6
SEVENTH AVENUE	1.3	1.6	1.8	1.5	1.9	2.3
WEST KINNEY	1.0	1.4	2.2	2.0	2.2	3.6

CHART 12B - GROWTH IN MEDIANS AND QUARTILES - CLASS OF 1963

SCHOOL	INTERVAL 1.7 YEARS (1963-1965)			INTERVAL 2.6 YEARS (1963-1966)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.6	.8	1.3	1.1	2.0	2.0
SEVENTH AVENUE	.7	.8	1.6	1.3	1.8	2.6
WEST KINNEY	.9	1.0	1.0	1.4	2.0	2.7

CHART 12C - GROWTH IN MEDIANS AND QUARTILES - CLASS OF 1964

SCHOOL	INTERVAL 1.6 YEARS (1964-1966)			INTERVAL 2.6 YEARS (1964-1967)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.7	1.0	1.6	.7	1.4	2.3
SEVENTH AVENUE	.7	1.1	1.2	1.2	1.7	2.9
WEST KINNEY	.6	1.2	1.8	1.1	1.9	2.9

The growth in Reading Comprehension is somewhat less than was the growth in Reading Word Knowledge. This result has also appeared in each of the preceding studies (see page 18). The lowest quartile at Clinton Place did not change from 1966 to 1967. West Kinney compares favorably with the control schools in Chart 12C and with its previous growth scores in the 1963 class but not with the original Newark Plan group. Seventh Avenue growth scores approximate those of the preceding 1963 class, and are close to those of the pilot school.

III. STATISTICAL SUMMARY

ARITHMETIC COMPUTATION METROPOLITAN ACHIEVEMENT TOTAL GROUPS

CHART 13A - GROWTH IN MEDIANS AND QUARTILES - CLASS OF 1962

SCHOOL	INTERVAL 1.6 YEARS (1962-1964)			INTERVAL 2.6 YEARS (1962-1965)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.5	.7	.6	1.0	1.4	1.1
SEVENTH AVENUE	.8	.7	.7	.8	1.4	1.6
WEST KINNEY	.6	.8	.6	1.0	1.0	1.1

CHART 13B - GROWTH IN MEDIANS AND QUARTILES - CLASS OF 1963

SCHOOL	INTERVAL 1.7 YEARS (1963-1965)			INTERVAL 2.6 YEARS (1963-1966)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.7	.7	.9	1.0	1.2	1.1
SEVENTH AVENUE	.4	.6	.9	.9	1.3	1.3
WEST KINNEY	.7	.6	.7	1.1	1.0	1.2

CHART 13C - GROWTH IN MEDIANS AND QUARTILES - CLASS OF 1964

SCHOOL	INTERVAL 1.6 YEARS (1964-1966)			INTERVAL 2.6 YEARS (1964-1967)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.6	.8	.9	.8	1.0	1.3
SEVENTH AVENUE	.8	1.0	1.3	1.0	1.1	1.4
WEST KINNEY	.8	.6	.8	1.1	1.0	1.1

For the 1964 groups, the Seventh Avenue group shows greatest growth in four of the six divisions. The West Kinney growth scores have remained almost identical for the three classes 1962, 1963 and 1964 for both time intervals. For all schools, growth in Arithmetic Computation seems to be approximately one-half of the growth in Reading. The argument may be advanced that entering medians were lower in Reading than in Arithmetic. Another explanation may lie in the fact that junior high mathematics presumes that the fundamentals have been mastered previously so that teachers, textbooks, and particularly the students are not geared to the necessary review and drill of basic number facts.

ARITHMETIC CONCEPTS METROPOLITAN ACHIEVEMENT TOTAL GROUPS

CHART 14A - GROWTH IN MEDIANS AND QUARTILES - CLASS OF 1962

SCHOOL	INTERVAL 1.6 YEARS (1962-1964)			INTERVAL 2.6 YEARS (1962-1965)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.7	.9	1.3	1.4	1.9	2.0
SEVENTH AVENUE	.8	.9	.8	1.3	1.4	1.4
WEST KINNEY	1.2	1.2	1.4	1.8	1.9	1.7

CHART 14B - GROWTH IN MEDIANS AND QUARTILES - CLASS OF 1963

SCHOOL	INTERVAL 1.7 YEARS (1963-1965)			INTERVAL 2.6 YEARS (1963-1966)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	1.1	1.0	1.1	1.5	1.5	1.5
SEVENTH AVENUE	1.0	1.0	1.3	1.7	1.6	1.8
WEST KINNEY	1.3	1.3	1.6	1.9	1.6	1.9

CHART 14C - GROWTH IN MEDIANS AND QUARTILES - CLASS OF 1964

SCHOOL	INTERVAL 1.6 YEARS (1964-1966)			INTERVAL 2.6 YEARS (1964-1967)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	1.1	1.0	1.4	1.7	1.4	2.0
SEVENTH AVENUE	1.6	1.4	1.3	1.6	1.7	1.8
WEST KINNEY	1.3	1.3	1.2	1.7	1.6	1.4

In all schools growth in Arithmetic Concepts is considerably greater than growth in computation skills, and is much closer to growth in Reading Comprehension. Seventh Avenue equalled or surpassed its previous growth scores (Charts 14A and 14B). Clinton Place showed the greatest gain in Q_3 for the 2.6 year interval. West Kinney median growth was the same for the 1963 and 1964 groups but was lower for the upper quartile.

III. STATISTICAL SUMMARY

The 90 I.Q. and Above Groups

Children from culturally deprived and economically depressed areas do not test "true" on many group I.Q. tests. The fact still remains that achievement in traditional school work at any given moment is strongly correlated with the verbal I.Q. scores of the learner. In many instances, however, individual pupils with 90 I.Q.'s have achieved more satisfactorily than pupils with I.Q.'s of 110 in the same class because of work habits and motivation. Therefore, an I.Q. score may be used in counseling any individual only with the greatest care, and conclusions on a group basis should be reached with this in mind.

It was considered necessary to examine the records of those students in the study whose Otis I.Q. scores were 90 or above in the seventh grade, as distinct from those whose scores were below 90. The ratio of these children to their total group is as follows for the 1964 entering class:

School	90 I.Q. and Above	Total	Ratio
Clinton Place	104	202	51%
Seventh Avenue	42	113	37%
West Kinney	85	176	48%

The percentages of children with 90 I.Q. and above have varied considerably over the past three years.

School	1962	1963	1964
Clinton Place	65%	61%	51%
Seventh Avenue	56%	49%	37%
West Kinney	58%	46%	48%

Apparently the higher I.Q. portions of the entering classes at Clinton Place and Seventh Avenue have declined steadily. West Kinney dropped from 1962 to 1963 but remained at a level nearl 50% for the 1964 seventh grade.

On the following pages, comparisons will be made between the 90 I.Q. and above groups only.

III. STATISTICAL SUMMARY

VERBAL INTELLIGENCE - OTIS BETA EM

CHART 15A - CLASS OF 1962 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	N	1962			1964			1965		
	237	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	87	95	98	103	93	99	105	98	104	108
SEVENTH AVENUE	34	94	98	102	92	97	102	96	102	107
WEST KINNEY	116	92	96	102	93	99	104	94	101	109

CHART 15B - CLASS OF 1963 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	N	1963			1965			1966		
	245	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	115	93	98	104	92	99	106	94	101	106
SEVENTH AVENUE	31	92	97	102	90	97	100	91	101	109
WEST KINNEY	99	93	97	102	92	96	104	96	99	106

CHART 15C - CLASS OF 1964 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	N	1964			1966			1967		
	231	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	104	93	97	102	90	98	105	92	99	105
SEVENTH AVENUE	42	92	95	98	92	97	101	90	99	104
WEST KINNEY	85	93	97	102	94	100	105	94	103	108

The Q_1, M, and Q_3 scores for the entering groups in 1964 were identical for West Kinney and Clinton Place while Seventh Avenue was slightly lower. It should be remembered that these Otis I.Q. scores are for the 90 I.Q. and above groups which do not of course represent the entire seventh grade classes. There is little difference, year to year in the entering groups (Charts 15A, 15B and 15C). However, a comparison of the 1965 scores in Chart 15A with those in Chart 15C indicates that the control schools finished somewhat lower and the pilot school remained fairly constant. The medians approximate the national norms for I.Q. scores.

III. STATISTICAL SUMMARY

NON-VERBAL INTELLIGENCE - LORGE THORNDIKE

CHART 16A - CLASS OF 1962 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	N	1962			1964			1965		
	237	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	87	91	100	108	94	101	107	99	105	113
SEVENTH AVENUE	34	91	99	108	93	100	105	103	111	119
WEST KINNEY	116	88	97	107	91	101	110	99	107	116

CHART 16B - CLASS OF 1963 - 90 I.Q. AND ABOVE GROUPS

	N	1963			1965			1966		
	245	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	115	88	95	103	92	102	111	95	105	116
SEVENTH AVENUE	31	89	95	103	96	102	109	93	107	118
WEST KINNEY	99	91	97	105	95	103	112	100	108	115

CHART 16C - CLASS OF 1964 - 90 I.Q. AND ABOVE GROUPS

	N	1964			1966			1967		
	231	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	104	87	94	103	95	103	115	97	105	118
SEVENTH AVENUE	42	85	91	97	94	99	108	97	106	118
WEST KINNEY	85	91	97	107	93	100	112	99	108	119

The Lorge scores for the Q_1 groups in Chart 16C indicate that many children scored below 90 I.Q. on the non-verbal test even though they had scores of 90 or higher on the verbal Otis. The Seventh Avenue scores are somewhat lower in 1964 than in 1962 and 1963. However, by 1967, the scores for all schools approximate those of the previous group. West Kinney began higher than the control schools in 1964 and remained higher throughout the study. The pilot school I.Q.'s both verbal and non-verbal, have remained relatively constant for the ninth graders of 1965, 1966 and 1967.

III. STATISTICAL SUMMARY

READING WORD KNOWLEDGE -METROPOLITAN ACHIEVEMENT

CHART 17A — CLASS OF 1962 — 90 I.Q. AND ABOVE GROUPS

SCHOOL	N	1962			1964			1965		
	237	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	87	5.3	6.1	7.4	6.7	8.3	9.9	8.1	9.7	10.8
SEVENTH AVENUE	34	4.6	5.8	6.3	6.3	7.5	8.5	6.4	8.4	9.9
WEST KINNEY	116	4.9	5.6	6.7	6.3	7.9	9.7	7.6	9.2	11.0

CHART 17B - CLASS OF 1963 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	N	1963			1965			1966		
	245	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	115	5.1	6.2	7.3	6.4	7.9	9.6	7.2	9.2	10.6
SEVENTH AVENUE	31	4.4	5.6	6.4	6.1	7.5	10.0	6.3	8.8	10.6
WEST KINNEY	99	4.8	5.5	6.2	6.3	7.6	9.6	7.2	8.5	10.4

CHART 17C - CLASS OF 1964 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	N	1964			1966			1967		
	231	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	104	4.9	5.6	6.5	6.1	7.4	9.0	6.9	8.3	10.1
SEVENTH AVENUE	42	4.9	5.6	6.4	6.0	6.9	9.2	7.1	8.9	10.3
WEST KINNEY	85	5.3	5.7	6.9	6.7	8.1	9.7	7.6	9.1	10.8

A rather striking change is apparent in the entering class scores of the 1962 and 1964 classes. In 1962, Clinton Place was considerably above the other two schools. In 1964 (Chart 17C) Clinton Place is almost identical with Seventh Avenue and the pilot school is slightly higher than both controls. In 1966 and 1967 the West Kinney scores were higher than those of the control schools. A comparison of final scores 1965, 1966 and 1967 indicates a gradual decline for Clinton Place, a gradual increase for Seventh Avenue and a stable level for West Kinney. For the first time, the pilot school's scores are higher than those of the control schools.

III. STATISTICAL SUMMARY

READING COMPREHENSION - METROPOLITAN ACHIEVEMENT

CHART 18A - CLASS OF 1962 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	N	1962			1964			1965		
	237	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	87	5.7	6.6	7.7	6.6	8.0	9.0	7.4	8.7	10.3
SEVENTH AVENUE	34	4.7	5.7	6.7	6.2	7.4	8.2	6.3	7.5	9.8
WEST KINNEY	116	4.5	5.7	6.8	5.9	7.5	9.7	7.1	8.5	10.8

CHART 18B - CLASS OF 1963 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	N	1963			1965			1966		
	245	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	115	4.9	5.9	7.3	5.9	7.3	8.9	7.0	8.4	9.9
SEVENTH AVENUE	31	5.0	5.3	6.5	6.1	7.1	8.6	6.8	7.8	9.2
WEST KINNEY	99	4.2	5.3	6.2	5.6	7.1	8.7	6.3	7.7	9.9

CHART 18C - CLASS OF 1964 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	N	1964			1966			1967		
	231	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	104	4.7	5.5	6.6	5.7	7.1	8.3	6.3	7.5	9.7
SEVENTH AVENUE	42	4.2	4.9	6.8	5.3	6.3	8.7	6.6	8.0	9.9
WEST KINNEY	85	4.6	5.3	5.9	5.9	7.1	8.7	6.8	8.5	10.8

The achievement levels in Reading Comprehension for the Clinton Place entering groups show the previously noted decrease from 1962 to 1964. Apparently the 90 I.Q. and above group for West Kinney was the most homogeneous at the start in 1964 since the interquartile range is 1.3 years (5.9 - 4.6) compared to 2.6 years for Seventh Avenue (6.8 - 4.2) and 1.9 years for Clinton Place (6.6 - 4.7). For the first time in the three studies, the final scores indicate West Kinney highest in Q_1, M, and Q_3. The 1967 scores for West Kinney are quite similar to the final scores of 1965 (Chart 18A) and higher than those of 1966 (Chart 18B).

III. STATISTICAL SUMMARY

ARITHMETIC COMPUTATION - METROPOLITAN ACHIEVEMENT

CHART 19A - CLASS OF 1962 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	N	1962			1964			1965		
	237	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	87	5.5	6.1	6.8	6.1	6.9	7.6	6.9	7.4	8.3
SEVENTH AVENUE	34	5.7	6.3	6.6	6.2	7.3	8.2	6.8	7.6	8.8
WEST KINNEY	116	5.5	6.0	6.6	6.0	6.6	7.4	6.4	7.2	7.9

CHART 19B - CLASS OF 1963 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	N	1963			1965			1966		
	245	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	115	5.6	6.1	6.7	6.3	6.9	7.6	6.7	7.3	7.7
SEVENTH AVENUE	31	5.8	6.5	7.0	6.1	7.3	8.0	6.5	7.7	8.5
WEST KINNEY	99	5.5	6.1	6.9	6.2	6.7	7.9	6.6	7.6	8.3

CHART 19C - CLASS OF 1964 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	N	1964			1966			1967		
	231	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	104	5.5	6.0	6.4	6.2	6.9	7.5	6.5	7.2	7.7
SEVENTH AVENUE	42	5.5	6.0	6.6	6.4	7.1	8.3	6.6	7.2	8.5
WEST KINNEY	85	5.6	6.4	6.8	6.1	6.7	7.5	6.4	7.2	8.3

The 1964 entering "90 I.Q. and above groups" showed very little spread between pilot and control schools. The pilot school children began somewhat higher than the Clinton Place and Seventh Avenue groups. The Seventh Avenue and Clinton Place scores have improved most by 1966 with West Kinney showing least variation. By 1967, all three schools had the same medians. The Q_3 scores for 1967 are identical with the Q_3 scores of Chart 19B for 1966. The final West Kinney scores have remained reasonably constant in each chart. The control schools have shown slight declines overall.

III. STATISTICAL SUMMARY

ARITHMETIC CONCEPTS - METROPOLITAN ACHIEVEMENT

CHART 20A - CLASS OF 1962 - 90 I.Q. AND ABOVE GROUPS

	N	1962			1964			1965		
SCHOOL	237	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	87	5.4	6.1	7.0	6.4	7.0	8.3	7.2	7.9	9.0
SEVENTH AVENUE	34	5.4	6.0	7.0	6.4	6.9	7.8	6.9	7.7	8.6
WEST KINNEY	116	5.0	5.7	6.7	6.3	7.0	7.8	6.7	7.5	8.3

CHART 20B - CLASS OF 1963 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	N	1963			1965			1966		
	245	Q1	M	Q3	Q1	M	Q3	Q1	M	Q3
CLINTON PLACE	115	5.3	6.1	6.6	6.5	7.3	7.9	6.8	7.6	8.2
SEVENTH AVENUE	31	5.3	6.1	6.8	6.2	7.0	7.9	6.8	7.7	8.6
WEST KINNEY	99	5.2	5.8	6.9	6.5	7.2	8.4	6.8	7.6	9.1

CHART 20C - CLASS OF 1964 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	N	1964			1966			1967		
	231	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	104	5.1	5.7	6.3	6.3	7.0	7.5	6.7	7.2	8.3
SEVENTH AVENUE	42	5.4	6.0	6.4	6.7	7.3	7.9	7.0	7.7	8.3
WEST KINNEY	85	5.1	6.1	6.8	6.3	7.2	7.9	6.7	7.5	8.8

In Arithmetic Concepts, the pilot school began higher than the control schools for the first time. By 1966 Seventh Avenue was highest and finished first in 1967 in Q_1 and M. Clinton Place began lowest and remained lowest throughout both 1966 and 1967.

SUMMARY

In summation, for this third study group of 90 I.Q. and above children, the students are leaving the ninth grade with an average Word Knowledge level of 8.7; with an average Reading Comprehension level of 8.0; with an average Arithmetic Computation level of 7.2; and an average Arithmetic Concepts level of 7.5.

GROWTH IN MEDIANS AND QUARTILES - VERBAL INTELLIGENCE - OTIS BETA EM

CHART 21A - CLASS OF 1962 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	INTERVAL 1.6 YEARS (1962-1964)			INTERVAL 2.6 YEARS (1962-1965)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	-2	+1	+2	+3	+6	+5
SEVENTH AVENUE	-2	-1	0	+2	+4	+5
WEST KINNEY	+1	+3	+2	+2	+5	+7

CHART 21B - CLASS OF 1963 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	INTERVAL 1.7 YEARS (1963-1965)			INTERVAL 2.6 YEARS (1963-1966)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	-1	+1	+2	+1	+3	+2
SEVENTH AVENUE	-2	0	-2	+1	+4	+7
WEST KINNEY	-1	-1	+2	+3	+2	+4

CHART 21C - CLASS OF 1964 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	INTERVAL 1.6 YEARS (1964-1966)			INTERVAL 2.6 YEARS (1964-1967)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	-3	+1	+3	-1	+2	+3
SEVENTH AVENUE	0	+2	+3	-2	+4	+6
WEST KINNEY	+1	+3	+3	+1	+6	+6

Growth scores in the verbal I.Q. area indicate a more positive trend for the 1.6 year interval (Chart 21C) than for previous groups. All schools showed a gain of three points in Q_3 for this period of time.

In the longer interval, there were gains of six points in Q_3 for Seventh Avenue and West Kinney. The pilot school had positive changes in every category, and reached a median I.Q. of 103 (see Chart 15C), for the 90 I.Q. and above groups.

GROWTH IN MEDIANS AND QUARTILES - NON-VERBAL INTELLIGENCE - LORGE THORNDIKE

CHART 22A - CLASS OF 1962 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	INTERVAL 1.6 YEARS (1962-1964)			INTERVAL 2.6 YEARS (1962-1965)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	+3	+1	-1	+8	+5	+5
SEVENTH AVENUE	+2	+1	-3	+12	+12	+11
WEST KINNEY	+3	+4	+3	+11	+10	+9

CHART 22B - CLASS OF 1963 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	INTERVAL 1.7 YEARS (1963-1965)			INTERVAL 2.6 YEARS (1963-1966)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	+4	+7	+8	+7	+10	+13
SEVENTH AVENUE	+7	+7	+6	+4	+12	+15
WEST KINNEY	+4	+6	+7	+9	+11	+10

CHART 22C - CLASS OF 1964 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	INTERVAL 1.6 YEARS (1964-1966)			INTERVAL 2.6 YEARS (1964-1967)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	+8	+9	+12	+10	+11	+15
SEVENTH AVENUE	+9	+8	+11	+12	+15	+21
WEST KINNEY	+2	+3	+5	+8	+11	+12

As may be observed in Chart 16C, Seventh Avenue entering scores were quite low, and West Kinney scores were higher by as much as ten points. In growth, however, Seventh Avenue and Clinton Place scores showed nearly the same increase over the shorter interval and the pilot school was far behind. Over the 2.6 year interval Seventh Avenue out-distanced the other two schools with sizeable increments so that although West Kinney was still slightly higher in final scores, Seventh Avenue had nearly caught up. (See Chart 16C). It may be stated that all groups raised their non-verbal I.Q. scores by an average of at least eleven points.

GROWTH IN MEDIANS AND QUARTILES - READING WORD KNOWLEDGE - METROPOLITAN ACHIEVEMENT

CHART 23A - CLASS OF 1962 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	INTERVAL 1.6 YEARS (1962-1964)			INTERVAL 2.6 YEARS (1962-1965)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	1.4	2.2	2.5	2.8	3.6	3.4
SEVENTH AVENUE	1.7	1.7	2.2	1.8	2.6	3.6
WEST KINNEY	1.4	2.3	3.0	2.7	3.6	4.3

CHART 23B - CLASS OF 1963 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	INTERVAL 1.7 YEARS (1963-1965)			INTERVAL 2.6 YEARS (1963-1966)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	1.3	1.7	2.3	2.1	3.0	3.3
SEVENTH AVENUE	1.7	1.9	3.6	1.9	3.2	4.2
WEST KINNEY	1.5	2.1	3.4	2.4	3.0	4.2

CHART 23C - CLASS OF 1964 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	INTERVAL 1.6 YEARS (1964-1966)			INTERVAL 2.6 YEARS (1964-1967)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	1.2	1.8	2.5	2.0	2.7	3.6
SEVENTH AVENUE	1.1	1.3	2.8	2.2	3.3	3.9
WEST KINNEY	1.4	2.4	2.8	2.3	3.4	3.9

For the 1.6 year interval (1964-1966), Clinton Place and particularly West Kinney showed at least one month gain for each calendar month, in their M and Q_3 scores. All medians gained one month per month in the longer interval. Although the Seventh Avenue medians did not show usual growth during the shorter period the fact that a relatively small number of pupils were involved may have caused the drop. The growth figures for the longer 2.6 year interval indicate a more usual pattern for Seventh Avenue. As in the previous studies for this area of Reading Word Knowledge, West Kinney showed generally greater growth than the control schools for both intervals.

GROWTH IN MEDIANS AND QUARTILES - READING COMPREHENSION - METROPOLITAN ACHIEVEMENT

CHART 24A - CLASS OF 1962 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	INTERVAL 1.6 YEARS (1962-1964)			INTERVAL 2.6 YEARS (1962-1965)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.9	1.4	2.2	1.7	2.1	2.6
SEVENTH AVENUE	1.5	1.7	1.5	1.6	1.8	3.1
WEST KINNEY	1.4	1.8	2.9	2.6	2.8	4.0

CHART 24B - CLASS OF 1963 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	INTERVAL 1.7 YEARS (1963-1965)			INTERVAL 2.6 YEARS (1963-1966)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	1.0	1.4	1.6	2.1	2.5	2.6
SEVENTH AVENUE	1.1	1.8	2.1	1.8	2.5	2.7
WEST KINNEY	1.4	1.8	2.5	2.1	2.4	3.7

CHART 24C - CLASS OF 1964 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	INTERVAL 1.6 YEARS (1964-1966)			INTERVAL 2.6 YEARS (1964-1967)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	1.0	1.6	1.7	1.6	2.0	3.1
SEVENTH AVENUE	1.1	1.4	1.9	2.4	3.1	3.1
WEST KINNEY	1.3	1.8	2.8	2.2	3.2	3.9

As in the previous studies, West Kinney showed more growth in Reading Comprehension than did the two control schools. Except for the Q_1 scores, West Kinney showed more than one month improvement per calendar month, for both the 1.6 year and 2.6 year intervals. Seventh Avenue lost ground slightly in the 1964-1966 period but made a fine record in the 1966-1967 school year so that the longer interval growth approaches that of the pilot school. The assumption may be made, based on the results of page 31 and this page, that West Kinney has a reasonably challenging reading program for the 90 I.Q. and above pupils.

GROWTH IN MEDIANS AND QUARTILES - ARITHMETIC COMPUTATION - METROPOLITAN ACHIEVEMENT

CHART 25A - CLASS OF 1962 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	INTERVAL 1.6 YEARS (1962-1964)			INTERVAL 2.6 YEARS (1962-1965)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.6	.8	.8	1.4	1.3	1.5
SEVENTH AVENUE	.5	1.0	1.6	1.1	1.3	2.2
WEST KINNEY	.5	.6	.8	.9	1.2	1.3

CHART 25B - CLASS OF 1963 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	INTERVAL 1.7 YEARS (1963-1965)			INTERVAL 2.6 YEARS (1963-1966)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.7	.8	.9	1.1	1.2	1.0
SEVENTH AVENUE	.3	.8	1.0	.7	1.2	1.5
WEST KINNEY	.7	.6	1.0	1.1	1.5	1.4

CHART 25C - CLASS OF 1964 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	INTERVAL 1.6 YEARS (1964-1966)			INTERVAL 2.6 YEARS (1964-1967)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.7	.9	1.1	1.0	1.2	1.3
SEVENTH AVENUE	.9	1.1	1.7	1.1	1.2	1.7
WEST KINNEY	.5	.3	.7	.8	.8	1.5

In previous reports, the question was raised as to whether pupils reach a saturation point. They may be brought to that level quite readily, yet have difficulty going beyond. The results for the 1964 class indicate such patterns. West Kinney began with the highest actual scores (See Chart 19C) and yet showed the least growth in both intervals 1964-1966, and 1964-1967. However, it must be noted, that for the school year 1966-1967, the Clinton Place growth was 0.3, 0.3, and 0.2, for Seventh Avenue 0.2, 0.1 and 0.0, while the West Kinney growth was 0.3, 0.5 and 0.8. None of the schools approached a desired rate of growth in this last year even though the pilot school did better than the controls.

GROWTH IN MEDIANS AND QUARTILES - ARITHMETIC CONCEPTS - METROPOLITAN ACHIEVEMENT

CHART 26A - CLASS OF 1962 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	INTERVAL 1.6 YEARS(1962-1964)			INTERVAL 2.6 YEARS (1962-1965)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	1.0	.9	1.3	1.8	1.8	2.0
SEVENTH AVENUE	1.0	.9	.8	1.5	1.7	1.6
WEST KINNEY	1.3	1.3	1.1	1.7	1.8	1.6

CHART 26B - CLASS OF 1963 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	INTERVAL 1.7 YEARS (1963-1965)			INTERVAL 2.6 YEARS (1963-1966)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	1.2	1.2	1.3	1.5	1.5	1.6
SEVENTH AVENUE	.9	.9	1.1	1.5	1.6	1.8
WEST KINNEY	1.3	1.4	1.5	1.6	1.8	2.2

CHART 26C - CLASS OF 1964 - 90 I.Q. AND ABOVE GROUPS

SCHOOL	INTERVAL 1.6 YEARS (1964-1966)			INTERVAL 2.6 YEARS (1964-1967)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	1.2	1.3	1.2	1.6	1.5	2.0
SEVENTH AVENUE	1.3	1.3	1.5	1.6	1.7	1.9
WEST KINNEY	1.2	1.1	1.1	1.6	1.6	1.4

Growth in Arithmetic Concepts for all schools has remained fairly stable throughout the period of the study. As usual, growth in Concepts was greater than growth in Computation (Chart 25). The pilot school was slightly lower than the control schools in growth during the 1.6 year interval. However, for the longer period 1964-1967, growth in all three schools was nearly identical. The rate of growth is generally higher during the seventh and eighth grade than in the ninth grade but in no event reaches a "one for one" level.

III. STATISTICAL SUMMARY

The Below 90 I.Q. Groups

As discussed on page 2 and page 22 of this section, the students in the study were considered not only as a total group but also as separate groups with 90 I.Q. Otis score as the dividing point. In part, because of the information obtained from the previous studies, curricula in the senior high schools have been reexamined. Work study plans, job orientation programs, in-service work programs, and special efforts by school, industry, and labor representatives should prove useful in the prevention of drop-out, failure, and low-level motivation toward learning, for these slower students.

The distribution of below 90 I.Q. pupils in the 1964 seventh grade pilot and control classes was as follows:

School	Below 90 I.Q.	Total	Ratio
Clinton Place	98	202	49%
Seventh Avenue	71	113	63%
WEST KINNEY	91	176	52%

It should be noted that in each school except Clinton Place, more than 50% of the children scored below 90 I.Q. upon entering the seventh grade. At Clinton Place the ratios of below 90 I.Q. children for the 1962, 1963, 1964 groups have been 35%, 39% and 49% respectively. These children pose special problems in the areas of remediation and motivation since, for many, school has not been a happy experience.

As in the first two summaries, 1962-1965 and 1963-1966, it will be seen in the following sections that growth in Reading Comprehension was much less for the below 90 I.Q. groups than for their higher scoring classmates. In addition, the previous conclusion that growth in arithmetic was not highly correlated with verbal I.Q. has again been reached.

III. STATISTICAL SUMMARY

VERBAL INTELLIGENCE - OTIS BETA EM

CHART 27A - CLASS OF 1962 - BELOW 90 I.Q. GROUP

SCHOOL	N	1962			1964			1965		
	154	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	44	78	82	87	79	85	88	80	85	89
SEVENTH AVENUE	27	77	81	87	77	81	87	81	85	88
WEST KINNEY	83	74	83	86	76	85	89	81	86	93

CHART 27B - CLASS OF 1963 - BELOW 90 I.Q. GROUP

SCHOOL	N	1963			1965			1966		
	222	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	73	79	82	86	82	86	92	80	86	93
SEVENTH AVENUE	32	77	82	86	76	84	89	81	86	92
WEST KINNEY	117	78	83	86	79	84	88	81	85	92

CHART 27C - CLASS OF 1964 - BELOW 90 I.Q. GROUP

SCHOOL	N	1964			1966			1967		
	260	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	98	77	83	85	79	85	90	80	86	91
SEVENTH AVENUE	71	79	83	86	81	86	92	77	85	92
WEST KINNEY	91	76	82	85	78	83	88	78	85	89

For the class of 1964, it may be observed that by 1967 the upper quarter in the control schools had reached or exceeded the critical score of 90 I.Q. and that West Kinney's Q_3 was 89. Thus one-quarter of these children who in 1964 would have been unable to meet the 90 I.Q. requirement of Vocational School are now eligible for admission. Unfortunately the lower quartile has remained at or below 80 I.Q. so that, if verified by individual testing, approximately sixty-five children ($\frac{1}{4}$ of 260) could be placed in Special Education classes. The variations over the three studies are minimal.

III. STATISTICAL SUMMARY

NON-VERBAL INTELLIGENCE - LORGE THORNDIKE

CHART 28A - CLASS OF 1962 - BELOW 90 I.Q. GROUP

SCHOOL	N	1962			1964			1965		
	154	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	44	80	87	92	82	88	97	84	92	99
SEVENTH AVENUE	27	83	86	93	83	87	93	82	92	103
WEST KINNEY	83	78	85	92	81	90	96	86	95	105

CHART 28B - CLASS OF 1963 - BELOW 90 I.Q. GROUP

SCHOOL	N	1963			1965			1966		
	222	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	73	79	85	91	83	90	99	86	91	98
SEVENTH AVENUE	32	80	85	90	83	90	100	85	91	99
WEST KINNEY	117	81	87	94	85	90	98	84	95	102

CHART 28C - CLASS OF 1964 - BELOW 90 I.Q. GROUP

SCHOOL	N	1964			1966			1967		
	260	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	98	76	83	88	81	86	94	81	88	96
SEVENTH AVENUE	71	79	84	88	86	90	97	86	93	100
WEST KINNEY	91	75	83	91	81	87	93	84	92	99

The Lorge-Thorndike non-verbal I.Q. scores of the 1964 class are slightly lower than those of the 1962 and 1963 entering classes. As in the preceding studies, the non-verbal I.Q. for these lower groups were slightly higher than the verbal Otis test scores. Thus it may be noted in Chart 28C that no Q_1 score for 1966 or for 1967 is under 80, and that, except for Clinton Place, the upper halves of the group would have passed the 90 I.Q. cut-off by 1967 as compared with only the upper quarter in Verbal I.Q. in Chart 27C.

III. STATISTICAL SUMMARY

READING WORD KNOWLEDGE - METROPOLITAN ACHIEVEMENT

CHART 29A - CLASS OF 1962 - BELOW 90 I.Q. GROUP

SCHOOL	N	1962			1964			1965		
	154	Q1	M	Q3	Q1	M	Q3	Q1	M	Q3
CLINTON PLACE	44	3.2	3.9	4.6	4.7	5.4	5.8	5.4	6.0	6.7
SEVENTH AVENUE	27	3.4	3.8	5.1	4.7	5.7	6.7	4.8	6.0	6.5
WEST KINNEY	83	3.1	4.0	4.6	4.8	5.7	6.7	5.4	6.3	7.1

CHART 29B - CLASS OF 1963 - BELOW 90 I.Q. GROUPS

SCHOOL	N	1963			1965			1966		
	222	Q1	M	Q3	Q1	M	Q3	Q1	M	Q3
CLINTON PLACE	73	3.8	4.4	4.8	5.2	5.7	6.8	5.4	6.2	7.3
SEVENTH AVENUE	32	3.3	3.8	4.5	4.9	5.5	6.3	5.5	6.3	7.0
WEST KINNEY	117	3.3	4.1	4.7	5.0	5.6	6.4	5.3	5.8	6.9

CHART 29C - CLASS OF 1964 - BELOW 90 I.Q. GROUPS

SCHOOL	N	1964			1966			1967		
	260	Q1	M	Q3	Q1	M	Q3	Q1	M	Q3
CLINTON PLACE	98	3.7	4.5	5.3	5.1	5.7	6.7	5.3	6.0	6.9
SEVENTH AVENUE	71	3.3	3.8	4.7	4.8	5.4	6.1	5.5	6.0	6.7
WEST KINNEY	91	3.4	4.0	4.6	4.7	5.5	6.3	5.1	6.0	6.7

It should be observed that approximately sixty-five children (¼ of 260) entering seventh grade are reading below a grade level of 3.7. At the same time, there were many other seventh grade students reading on or above grade level. This wide range of reading level created a need for a variety of materials, methods of teaching and homogeneous grouping in the pilot and control schools. The median 1967 scores for the class of 1964 are identical at 6.0, a score close to the median scores at the end of Charts 29A and 29B. There appears to be little variation in either entry scores or terminal scores between the classes of 1962, 1963 or 1964.

III. STATISTICAL SUMMARY

READING COMPREHENSION - METROPOLITAN ACHIEVEMENT

CHART 30A - CLASS OF 1962 - BELOW 90 I.Q. GROUPS

SCHOOL	N	1962			1964			1965		
	154	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	44	3.7	4.2	4.9	4.4	4.9	6.1	4.9	5.5	6.6
SEVENTH AVENUE	27	3.2	3.8	4.5	4.2	5.1	5.9	4.4	5.3	6.4
WEST KINNEY	83	3.1	3.8	4.7	3.9	4.9	6.3	4.7	5.9	6.6

CHART 30B - CLASS OF 1963 - BELOW 90 I.Q. GROUPS

SCHOOL	N	1963			1965			1966		
	222	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	73	3.7	4.3	5.0	4.0	4.9	5.5	4.3	5.4	6.8
SEVENTH AVENUE	32	3.5	4.2	5.0	3.7	4.9	5.7	4.0	5.8	6.8
WEST KINNEY	117	3.3	3.8	4.4	3.8	4.7	5.4	4.5	5.6	6.6

CHART 30C - CLASS OF 1964 - BELOW 90 I.Q. GROUPS

SCHOOL	N	1964			1966			1967		
	260	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	98	3.7	4.2	4.9	3.8	4.9	6.1	4.4	4.9	6.3
SEVENTH AVENUE	71	3.3	3.8	4.4	3.8	4.9	5.7	4.7	5.1	6.1
WEST KINNEY	91	3.3	3.8	4.5	3.5	4.7	5.4	4.4	5.0	6.4

The entering class scores for 1964 are almost identical with those of 1962 for all schools. However, the 1967 final scores in Chart 30C are generally lower than those of the final scores of the preceding two studies. Clinton Place began somewhat higher than the other two junior high schools in 1964. By 1967, the West Kinney and Seventh Avenue scores were slightly higher than those of Clinton Place. The variation between schools is at most 0.3 years in Q_1, M, or Q_3 so that it may be concluded that these pupils are leaving ninth grade from all of the schools at approximately the same levels.

III. STATISTICAL SUMMARY

ARITHMETIC COMPUTATION - METROPOLITAN ACHIEVEMENT

CHART 31A - CLASS OF 1962 - BELOW 90 I.Q. GROUPS

SCHOOL	N	1962			1964			1965		
	154	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	44	5.0	5.4	5.8	5.6	6.1	6.5	5.9	6.4	6.7
SEVENTH AVENUE	27	4.9	5.3	5.7	5.5	6.4	6.9	5.8	6.4	7.2
WEST KINNEY	83	4.7	5.2	5.6	5.2	5.9	6.4	5.6	6.2	6.8

CHART 31B - CLASS OF 1963 - BELOW 90 I.Q. GROUPS

SCHOOL	N	1963			1965			1966		
	222	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	73	5.1	5.5	6.1	5.8	6.1	6.9	6.1	6.6	7.1
SEVENTH AVENUE	32	4.8	5.6	5.9	5.5	6.2	6.6	5.6	6.6	7.4
WEST KINNEY	117	4.7	5.2	5.8	5.5	6.0	6.4	5.8	6.3	6.9

CHART 31C - CLASS OF 1964 - BELOW 90 I.Q. GROUPS

SCHOOL	N	1964			1966			1967		
	260	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	98	4.8	5.2	5.7	5.5	5.9	6.5	5.8	6.4	7.1
SEVENTH AVENUE	71	4.9	5.5	5.9	5.5	6.1	6.9	5.9	6.4	7.4
WEST KINNEY	91	4.6	5.0	5.6	5.4	5.9	6.4	5.6	6.1	6.7

It is interesting to note that the entering scores in Arithmetic Computation have been approximately one year higher than those in Reading Comprehension (Charts 30). The below 90 I.Q. groups are generally behind the upper groups by one-half to more than one year in achievement levels (see Chart 19C). In 1964, the children began at levels similar to those of the 1962 group. It may be seen that the relative positions of Seventh Avenue, Clinton Place and then West Kinney remained the same throughout Chart 31C, and final results compare with those of previous years.

III. STATISTICAL SUMMARY

ARITHMETIC CONCEPTS - METROPOLITAN ACHIVEMENT

CHART 32A - CLASS OF 1962 - BELOW 90 I.Q. GROUPS

SCHOOL	N	1962			1964			1965		
	154	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	44	4.6	5.0	5.4	5.4	5.8	6.4	5.8	6.5	7.2
SEVENTH AVENUE	27	4.2	5.1	5.6	5.0	5.8	6.4	5.3	6.4	7.0
WEST KINNEY	83	4.2	4.6	5.3	5.3	6.0	6.7	5.8	6.4	7.3

CHART 32B - CLASS OF 1963 - BELOW 90 I.Q. GROUPS

SCHOOL	N	1963			1965			1966		
	222	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	73	4.5	5.0	5.6	5.6	6.2	6.8	6.1	6.6	7.1
SEVENTH AVENUE	32	4.4	5.1	5.6	5.4	6.0	6.9	5.7	6.5	7.1
WEST KINNEY	117	4.2	4.7	5.3	5.4	6.0	6.5	5.8	6.5	7.0

CHART 32C - CLASS OF 1964 - BELOW 90 I.Q. GROUPS

SCHOOL	N	1963			1966			1967		
	260	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	98	4.4	4.9	5.6	5.4	6.0	6.7	5.8	6.4	7.0
SEVENTH AVENUE	71	4.2	4.6	5.1	5.8	6.3	6.7	5.8	6.5	7.2
WEST KINNEY	91	3.9	4.4	5.1	5.4	5.9	6.4	5.6	6.3	6.8

The entering 1964 scores in Arithmetic Concepts are considerably lower than the scores in Arithmetic Computation (Charts 32C and 31C). After three years in junior high school in 1967, the "Concept" scores are equal to those of "Computation."

SUMMARY

Most of these students will enter tenth grade in September 1967. It is essential that senior high schools take cognizance of the fact that median Otis I.Q.'s were 85, median reading scores were 6.0 or less, and median arithmetic scores were at or below mid-sixth grade levels when the children left junior high school.

III. STATISTICAL SUMMARY

GROWTH IN MEDIANS AND QUARTILES - VERBAL INTELLIGENCE - OTIS BETA EM

CHART 33A - CLASS OF 1962 - BELOW 90 I.Q. GROUPS

SCHOOL	INTERVAL 1.6 YEARS (1962-1964)			INTERVAL 2.6 YEARS (1962-1965)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	+1	+3	+1	+2	+3	+2
SEVENTH AVENUE	0	0	0	+4	+4	+1
WEST KINNEY	+2	+2	+3	+7	+3	+7

CHART 33B - CLASS OF 1963 - BELOW 90 I.Q. GROUPS

SCHOOL	INTERVAL 1.7 YEARS (1963-1965)			INTERVAL 2.6 YEARS (1963-1966)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	+3	+4	+6	+1	+4	+7
SEVENTH AVENUE	-1	+2	+3	+4	+4	+6
WEST KINNEY	+1	+1	+2	+3	+2	+6

CHART 33C - CLASS OF 1964 - BELOW 90 I.Q. GROUPS

SCHOOL	INTERVAL 1.6 YEARS (1964-1966)			INTERVAL 2.6 YEARS (1964-1967)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	+2	+2	+5	+3	+3	+6
SEVENTH AVENUE	+2	+3	+6	-2	+2	+6
WEST KINNEY	+2	+1	+3	+2	+3	+4

During the shorter interval, changes in the verbal intelligence scores for the below 90 I.Q. groups were more positive than those which occurred for the higher groups (see Chart 21C). However, over the entire 2.6 year interval not much difference can be seen between the growth of the two groups; only the Q_3 scores have made significant steady growth. Although individual students achieved broader gains (and losses), consideration of all three growth charts above shows that the maximum group gain was seven points with most changes closer to four I.Q. points.

GROWTH IN MEDIANS AND QUARTILES - NON-VERBAL INTELLIGENCE - LORGE THORNDIKE

CHART 34A - CLASS OF 1962 - BELOW 90 I.Q. GROUPS

SCHOOL	INTERVAL 1.6 YEARS (1962-1964)			INTERVAL 2.6 YEARS (1962-1965)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	+2	+1	+5	+4	+5	+7
SEVENTH AVENUE	0	+1	0	-1	+6	+10
WEST KINNEY	+3	+5	+4	+8	+10	+13

CHART 34B - CLASS OF 1963 - BELOW 90 I.Q. GROUPS

SCHOOL	INTERVAL 1.7 YEARS (1963-1965)			INTERVAL 2.6 YEARS (1963-1966)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	+4	+5	+8	+7	+6	+7
SEVENTH AVENUE	+3	+5	+10	+5	+6	+9
WEST KINNEY	+4	+3	+4	+3	+8	+8

CHART 34C - CLASS OF 1964 - BELOW 90 I.Q. GROUPS

SCHOOL	INTERVAL 1.6 YEARS (1964-1966)			INTERVAL 2.6 YEARS (1964-1967)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	+5	+3	+6	+5	+5	+8
SEVENTH AVENUE	+7	+6	+9	+7	+9	+12
WEST KINNEY	+6	+4	+2	+9	+9	+8

Growth in the non-verbal I.Q. scores for the below 90 I.Q. groups was, as usual, greater than for the Otis verbal test. Seventh Avenue produced a Q_3 gain of twelve points which was the highest for the 1964-1967 interval. An oddity which appears in the three charts is the fact that West Kinney gains least in the shorter period yet compares well in the 2.6 year interval. Gains for the three groups above are considerably less than those shown in Chart 22 for the 90 and above I.Q. children.

III. STATISTICAL SUMMARY

GROWTH IN MEDIANS AND QUARTILES - READING WORD KNOWLEDGE - METROPOLITAN ACHIEVEMENT

CHART 35A - CLASS OF 1962 - BELOW 90 I.Q. GROUPS						
SCHOOL	INTERVAL 1.6 YEARS (1962-1964)			INTERVAL 2.6 YEARS (1962-1965)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	1.5	1.5	1.2	2.2	2.1	2.1
SEVENTH AVENUE	1.3	1.9	1.6	1.4	2.2	1.4
WEST KINNEY	1.7	1.7	2.1	2.3	2.3	2.5

CHART 35B - CLASS OF 1963 - BELOW 90 I.Q. GROUPS						
SCHOOL	INTERVAL 1.7 YEARS (1963-1965)			INTERVAL 2.6 YEARS (1963-1966)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	1.4	1.3	2.0	1.6	1.8	2.5
SEVENTH AVENUE	1.6	1.7	1.8	2.2	2.5	2.5
WEST KINNEY	1.7	1.5	1.7	2.0	1.7	2.2

CHART 35C - CLASS OF 1964 - BELOW 90 I.Q. GROUPS						
SCHOOL	INTERVAL 1.6 YEARS (1964-1966)			INTERVAL 2.6 YEARS (1964-1967)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	1.4	1.2	1.4	1.6	1.5	1.6
SEVENTH AVENUE	1.5	1.6	1.4	2.2	2.2	2.0
WEST KINNEY	1.3	1.5	1.7	1.7	2.0	2.1

In Reading Word Knowledge, Seventh Avenue has shown the most uniform growth for both the class of 1963 and the class of 1964. West Kinney and Seventh Avenue more nearly achieved gains of one month per calendar month during the 1964-1966 interval. The rate of growth for all schools was less over the longer interval, however, with Seventh Avenue showing the greatest gain, West Kinney second, and Clinton Place third.

III. STATISTICAL SUMMARY

GROWTH IN MEDIANS AND QUARTILES - READING COMPREHENSION - METROPOLITAN ACHIEVEMENT

CHART 36A - CLASS OF 1962 - BELOW 90 I.Q. GROUPS

SCHOOL	INTERVAL 1.6 YEARS (1962-1964)			INTERVAL 2.6 YEARS (1962-1965)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.7	.7	1.2	1.2	1.3	1.7
SEVENTH AVENUE	1.0	1.3	1.4	1.2	1.5	1.9
WEST KINNEY	.8	1.1	1.6	1.6	2.1	1.9

CHART 36B - CLASS of 1963 - BELOW 90 I.Q. GROUPS

SCHOOL	INTERVAL 1.7 YEARS (1963-1965)			INTERVAL 2.6 YEARS (1963-1966)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.3	.6	.5	.6	1.1	1.8
SEVENTH AVENUE	.2	.7	.7	.5	1.6	1.8
WEST KINNEY	.5	.9	1.0	1.2	1.8	2.2

CHART 36C - CLASS OF 1964 - BELOW 90 I.Q. GROUPS

SCHOOL	INTERVAL 1.6 YEARS (1964-1966)			INTERVAL 2.6 YEARS (1964-1967)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.1	.7	1.2	.7	.7	1.4
SEVENTH AVENUE	.5	1.1	1.3	1.4	1.3	1.7
WEST KINNEY	.2	.9	.9	1.1	1.2	1.9

The Q_1 gains for West Kinney and Clinton Place were lower for the 1.6 year interval than ever before. The growth scores for West Kinney and Clinton Place also continued their decline from the 1962 and 1963 classes for the longer interval. While Seventh Avenue showed general improvement over the scores in Chart 36B most of its gain occurred during 1964-1966. The growth in Reading Comprehension for the 1966-1967 school year may be computed at 0.6, 0.0, 0.2 for Clinton Place, 0.9, 0.2, 0.4 for Seventh Avenue and 0.9, 0.3, 1.0 for West Kinney. For the full year involving Title I in the control schools West Kinney had the greatest growth in this area.

III. STATISTICAL SUMMARY

GROWTH IN MEDIANS AND QUARTILES - ARITHMETIC COMPUTATION - METROPOLITAN ACHIEVEMENT

CHART 37A - CLASS OF 1962 - BELOW 90 I.Q. GROUP

SCHOOL	INTERVAL 1.6 YEARS (1962-1964)			INTERVAL 2.6 YEARS (1962-1965)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.6	.7	.7	.9	1.0	.9
SEVENTH AVENUE	.6	1.1	1.2	.9	1.1	1.5
WEST KINNEY	.5	.7	.8	.9	1.0	1.2

CHART 37B - CLASS OF 1963 - BELOW 90 I.Q. GROUPS

SCHOOL	INTERVAL 1.7 YEARS (1963-1965)			INTERVAL 2.6 YEARS (1963-1966)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.7	.6	.8	1.0	1.1	1.0
SEVENTH AVENUE	.7	.6	.7	.8	1.0	1.5
WEST KINNEY	.8	.8	.6	1.1	1.1	1.1

CHART 37C - CLASS OF 1964 - BELOW 90 I.Q. GROUP

SCHOOL	INTERVAL 1.6 YEARS (1964-1966)			INTERVAL 2.6 YEARS (1964-1967)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.7	.7	.8	1.0	1.2	1.4
SEVENTH AVENUE	.6	.6	1.0	1.0	.9	1.5
WEST KINNEY	.8	.9	.8	1.0	1.1	1.1

As noted in previous reports, growth in Arithmetic Computation was approximately the same for both the 90 I.Q. and above groups (see Chart 25C) and for the below 90 I.Q. groups. Although the achievement levels of the slower group are behind those of the faster group, the West Kinney scores show greater gains here than appeared for the upper group. During the shorter interval, West Kinney compared well. As different, from the 90 I.Q. and above group, however, the 1966-1967 gains of 0.3, 0.5, 0.6 for Clinton Place are greater than the 0.4, 0.3, 0.5 gains for Seventh Avenue and the 0.2, 0.2, 0.3 gain for West Kinney.

III. STATISTICAL SUMMARY

GROWTH IN MEDIANS AND QUARTILES - ARITHMETIC CONCEPTS - METROPOLITAN ACHIEVEMENT

CHART 38A - CLASS OF 1962 - BELOW 90 I.Q. GROUP

SCHOOL	INTERVAL 1.6 YEARS (1962-1964)			INTERVAL 2.6 YEARS (1962-1965)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.8	.8	1.0	1.2	1.5	1.8
SEVENTH AVENUE	.8	.7	.8	1.1	1.3	1.4
WEST KINNEY	1.1	1.4	1.4	1.6	1.8	2.0

CHART 38B - CLASS OF 1963 - BELOW 90 I.Q. GROUP

SCHOOL	INTERVAL 1.7 YEARS (1963-1965)			INTERVAL 2.6 YEARS (1963-1966)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	1.1	1.2	1.2	1.6	1.6	1.5
SEVENTH AVENUE	1.0	.9	1.3	1.3	1.4	1.5
WEST KINNEY	1.2	1.3	1.2	1.6	1.8	1.7

CHART 38C - CLASS OF 1964 - BELOW 90 I.Q. GROUP

SCHOOL	INTERVAL 1.6 YEARS (1964-1966)			INTERVAL 2.6 YEARS (1964-1967)		
	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	1.0	1.1	1.1	1.4	1.5	1.4
SEVENTH AVENUE	1.6	1.7	1.6	1.6	1.9	2.1
WEST KINNEY	1.5	1.5	1.3	1.7	1.9	1.7

Growth in Arithmetic Concepts is again much greater than growth in Computation. For the first time in the three studies all scores in the 1.6 year interval are 1.0 or higher. Seventh Avenue actually achieved a one-month gain for one calendar month during this shorter interval. Seventh Avenue led the other two schools in growth over the longer period as well. For the 1966-1967 one year period, growth was 0.4, 0.4, 0.3 for Clinton Place, 0.0, 0.2, 0.5 for Seventh Avenue, and 0.2, 0.4, 0.4 for West Kinney. Neither Title I nor the Newark Plan is able to produce significant improvements in arithmetic during the ninth grade.

III. STATISTICAL SUMMARY

THE 1966-1967 SCHOOL YEAR -- TITLE I AND THE NEWARK PLAN

Earlier in the study comment was made concerning the introduction in the control schools of techniques and services which were originally only found in the pilot school. Since the spring of 1966, Seventh Avenue and Clinton Place have had broad programs under Title I. It was therefore considered valuable to present in this third report a summary of the comparative growth in the ninth grade for the three schools for the 1966-1967 school year interval.

The Board of Education has entered into a contract with Science Resources Incorporated who will evaluate Seventh Avenue and Clinton Place. Their results may be compared with the findings in this report.

As may be seen from the summary beginning on page 51, West Kinney still compares either equally or favorably with the control schools for this 1966-1967 school year.

CHART 39A - GROWTH OF TOTAL GROUPS 1966-1967

	OTIS BETA EM			LORGE THORNDIKE		
SCHOOL	Q1	M	Q3	Q1	M	Q3
CLINTON PLACE	0	2	2	0	3	2
SEVENTH AVENUE	0	3	4	4	3	6
WEST KINNEY	2	1	1	7	6	5

III. STATISTICAL SUMMARY

CHART 39B - GROWTH OF TOTAL GROUPS 1966-1967

	READING WORD KNOWLEDGE			READING COMPREHENSION		
SCHOOL	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.1	.4	.9	.0	.4	.7
SEVENTH AVENUE	.4	.9	1.6	.5	.6	1.7
WEST KINNEY	.4	.3	1.0	.5	.7	1.1

CHART 39C - GROWTH OF TOTAL GROUPS 1966-1967

	ARITHMETIC COMPUTATION			ARITHMETIC CONCEPTS		
SCHOOL	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.2	.2	.4	.6	.4	.6
SEVENTH AVENUE	.2	.1	.1	.0	.3	.5
WEST KINNEY	.3	.4	.3	.4	.3	.2

CHART 40A - GROWTH OF 90 I.Q. AND ABOVE GROUPS 1966-1967

	OTIS BETA EM			LORGE THORNDIKE		
SCHOOL	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	2	1	0	2	2	3
SEVENTH AVENUE	-2	2	3	3	7	10
WEST KINNEY	0	3	3	6	8	7

CHART 40B - GROWTH OF 90 I.Q. AND ABOVE GROUPS 1966-1967

	READING WORD KNOWLEDGE			READING COMPREHENSION		
SCHOOL	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.8	.9	1.1	.6	.4	1.4
SEVENTH AVENUE	1.1	2.0	1.1	1.3	1.7	1.2
WEST KINNEY	.9	1.0	1.1	.9	1.4	1.1

III. STATISTICAL SUMMARY

CHART 40C - GROWTH OF 90 I.Q. AND ABOVE GROUPS 1966-1967

	ARITHMETIC COMPUTATION			ARITHMETIC CONCEPTS		
SCHOOL	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.3	.3	.2	.4	.2	.8
SEVENTH AVENUE	.2	.1	0	.3	.4	.4
WEST KINNEY	.3	.5	.8	.4	.3	.9

CHART 41A - BELOW 90 I.Q. GROUP 1966-1967

	OTIS BETA EM			LORGE THORNDIKE		
SCHOOL	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	1	1	1	0	2	2
SEVENTH AVENUE	-4	-1	0	0	3	3
WEST KINNEY	0	2	1	3	5	6

CHART 41B - BELOW 90 I.Q. GROUP 1966-1967

	READING WORD KNOWLEDGE			READING COMPREHENSION		
SCHOOL	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.2	.3	.2	.6	.0	.2
SEVENTH AVENUE	.7	.6	.6	.9	.2	.4
WEST KINNEY	.4	.7	.4	.9	.3	1.0

CHART 41C - BELOW 90 I.Q. GROUP 1966-1967

	ARITHMETIC COMPUTATION			ARITHMETIC CONCEPTS		
SCHOOL	Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	.3	.5	.6	.4	.4	.3
SEVENTH AVENUE	.4	.3	.5	.0	.2	.5
WEST KINNEY	.2	.2	.3	.2	.4	.4

III. STATISTICAL SUMMARY

Simplified Recapitulation of Results

In contrast to the first two studies, Clinton Place Junior High School no longer had substantially higher starting scores than did the other two schools. While actual scores were reported in the preceding pages, consideration must be given to comparative growth, so that the value of the Newark Plan and Title I can be determined.

To obtain a brief summary, a simple procedure may be adopted. For each test and for each school, combine the $Q_1 + M + Q_3$ growth scores. For example, in Chart 38C the West Kinney $Q_1 + M + Q_3$ scores for the 1964-1967 period total $1.7 + 1.9 + 1.7 = 5.3$. The Seventh Avenue total was 5.6 and Clinton Place had a sum of 4.3. Since the Seventh Avenue total of 5.6 is greatest, that school was listed as showing "most gain" for 1964-1967. A similar procedure was used for 1964-1966 and for 1966-1967.

The growth tables are numbered 9 through 14 for the Total Groups, 21 through 26 for the 90 I.Q. and Above Group, 33 through 38 for the Below 90 I.Q. Group and 39 through 41 for the 1966-1967 school year.

As will be seen on the following page Seventh Avenue was reported most frequently for the 1964-1966 and 1964-1967 intervals, and West Kinney was most frequently listed in the 1966-1967 school year. Growth in Reading still remains West Kinney's best area and growth in Arithmetic continues to be most satisfactory at Seventh Avenue. Clinton Place began almost as low as Seventh Avenue and West Kinney, but did not appear as frequently as the other two, in the maximum growth results.

III. STATISTICAL SUMMARY

SCHOOL SHOWING MOST GAIN

	1964-1966	1964-1967	1966-1967
Total Groups			
1. Verbal Intelligence	West Kinney	Seventh Avenue	Seventh Avenue
2. Non-Verbal Intelligence	Clinton Place	Seventh Avenue	West Kinney
3. Reading Word Knowledge	West Kinney	West Kinney	Seventh Avenue
4. Reading Comprehension	West Kinney	West Kinney	Seventh Avenue
5. Arithmetic Computation	Seventh Avenue	Seventh Avenue	West Kinney
6. Arithmetic Concepts	Seventh Avenue	Clinton Place Seventh Avenue	Clinton Place
90 I.Q. and Above Groups			
1. Verbal Intelligence	West Kinney	West Kinney	West Kinney
2. Non-Verbal Intelligence	Clinton Place	Seventh Avenue	West Kinney
3. Reading Word Knowledge	West Kinney	West Kinney	Seventh Avenue
4. Reading Comprehension	West Kinney	West Kinney	Seventh Avenue
5. Arithmetic Computation	Seventh Avenue	Seventh Avenue	West Kinney
6. Arithmetic Concepts	Seventh Avenue	Seventh Avenue	West Kinney
Below 90 I.Q. Groups			
1. Verbal Intelligence	Seventh Avenue	Clinton Place	Clinton Place West Kinney
2. Non-Verbal Intelligence	Seventh Avenue	Seventh Avenue	West Kinney
3. Reading Word Knowledge	Seventh Avenue West Kinney	Seventh Avenue	Seventh Avenue
4. Reading Comprehension	Seventh Avenue	Seventh Avenue	Seventh Avenue
5. Arithmetic Computation	West Kinney	Clinton Place	Clinton Place
6. Arithmetic Concepts	Seventh Avenue	Seventh Avenue	Clinton Place

TOTALS

Clinton Place	2	3	4
Seventh Avenue	9	11	7
West Kinney	8	5	8

III. STATISTICAL SUMMARY

The results of the study can be arranged in a second manner. Since it is desirable to know in what order the schools entered the "study", and, because it is also valuable to consider the achievement at each school for the "90 I.Q. and above groups" separately from the "below 90 I.Q. groups", three separate graphs will be presented:

a. For the "total groups"
b. For the "90 I.Q. and above groups"
c. For the "below 90 I.Q. groups"

Each graph will have two parts:

1. The relative standing of the schools at the start in 1964.
2. The schools showing most growth 1964-1966, 1964-1967 and 1966-1967.

The construction of the graph will be as follows:

List in a vertical arrangement, the three school groups: Clinton Place, Seventh Avenue and West Kinney. Consider each single column in the charts for Q1 M, and Q_3. For the students showing the highest score in that column place an "X" after the name of their school. As an illustration, consider Chart 38C, page III-47. In the Q_3 column for 1964-1967, Seventh Avenue has a growth score of 2.1 which is higher than the other scores in that column. Hence, an "X" should be placed after Seventh Avenue. In the Q_1 column, West Kinney has 1.7 and thus would receive an "X" for the highest score. In the M column, West Kinney and Seventh Avenue tied for the highest growth (1.9) so that each should have an "X" placed after its name. The school having the most "X's" after its name may then be considered the leading school, either in original scores for part 1 of the graph or in growth scores, for part 2 of each graph. Page 55 will summarize the results of the tabulation of page 54.

III. STATISTICAL SUMMARY

TOTAL GROUPS

Highest Original Position in 1964

Clinton Place	X X X X X X X X X X X X X
Seventh Avenue	X
WEST KINNEY	X X X X X X

	Greatest Growth 1964 - 1966	Greatest Growth 1964 - 1967	Greatest Growth 1966 - 1967
Clinton Place	XXXXXX	XXX	XXXX
Seventh Avenue	XXXXXXXXX	XXXXXXXXXXX	XXXXXXXX
WEST KINNEY	XXXXXXXX	XXXXXXXX	XXXXXXXX

90 I.Q. AND ABOVE GROUPS

Highest Original Position in 1964

Clinton Place	X X X X X
Seventh Avenue	X X
WEST KINNEY	X X X X X X X X X X X X X X

	Greatest Growth 1964 - 1966	Greatest Growth 1964 - 1967	Greatest Growth 1966 - 1967
Clinton Place	XXXX	XXX	XXXX
Seventh Avenue	XXXXXXXXX	XXXXXXXXXXX	XXXXXXXX
WEST KINNEY	XXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX

BELOW 90 I.Q. GROUPS

Highest Original Position in 1964

Clinton Place	X X X X X X X X X X
Seventh Avenue	X X X X X X X X
WEST KINNEY	X

	Greatest Growth 1964 - 1966	Greatest Growth 1964 - 1967	Greatest Growth 1966 - 1967
Clinton Place	X	XXXXX	XXXXXX
Seventh Avenue	XXXXXXXXXXXXXXX	XXXXXXXXXXX	XXXXX
WEST KINNEY	XXXX	XXXXXXXX	XXXXXXXXXX

III. STATISTICAL SUMMARY

The graph on the preceding page shows that in 1964 the total entering class at Clinton Place scored highest most frequently, as it had in 1962 and in 1963. However, the scores were only slightly above those of the entering Seventh Avenue and West Kinney results. In the growth sections for the "total groups", Seventh Avenue appeared most frequently for the first two intervals and was tied with West Kinney in the 1966-1967 period. Clinton Place was third in each case.

For the 90 I.Q. and above group, West Kinney began with the highest scores but as in the case of the total groups, differences were actually minimal. A comparison with the previous reports will show this to be a sharp change in entering groups. The growth sections show Seventh Avenue virtually tied with West Kinney for the first two periods and West Kinney leading in the 1966-1967 interval.

The single "X" for West Kinney in the below 90 I.Q. entering classes indicates that for this group the control schools began at somewhat higher levels than did the pilot school. Seventh Avenue had a fine record for the 1964-1966 period. It was most frequently highest in the second period indicating three year overall growth.

However, for the 1966-1967 period, West Kinney appears highest. Thus, for the year involving both Title I and the Newark Plan, West Kinney tied Seventh Avenue for the total group and was ahead of the control schools for the 90 I.Q. and above group, as well as, for the below 90 I.Q. children.

III. STATISTICAL SUMMARY

Of some interest is a comparison of overall growth in the medians for the 1963-1966 study group, and growth in the medians for the 1964-1967 classes. D represents decline; U indicates upward change; and S means scores were the same.

	Clinton Place			Seventh Avenue			West Kinney		
	'63-'66	'64-'67	Change	'63-'66	'64-'67	Change	'63-'66	'64-'67	Change
TOTAL GROUPS									
Verbal Intell.	+3	+2	D	+3	+4	U	+3	+3	S
Non-Verbal Intell.	+9	+10	U	+7	+10	U	+10	+8	D
Reading Word. Know.	2.6	1.7	D	2.3	2.0	D	2.2	1.9	D
Reading Comprehen.	2.0	1.4	D	1.8	1.7	D	2.0	1.9	D
Arith. Computation	1.2	1.0	D	1.3	1.1	D	1.0	1.0	S
Arith. Concepts	1.5	1.4	D	1.6	1.7	U	1.6	1.6	S
90 I.Q. & ABOVE GROUPS									
Verbal Intell.	+3	+2	D	+4	+4	S	+2	+6	U
Non-Verbal Intell.	+10	+11	U	+12	+15	U	+11	+11	S
Reading Word. Knowl	3.0	2.7	D	3.2	3.3	U	3.0	3.4	U
Reading Comprehen.	2.5	2.0	D	2.5	3.1	U	2.4	3.2	S
Arith. Computation	1.2	1.2	S	1.2	1.2	S	1.5	.8	D
Arith. Concepts	1.5	1.5	S	1.6	1.7	U	1.8	1.4	D
BELOW 90 I.Q. GROUPS									
Verbal Intell.	+4	+3	D	+4	+2	D	+2	+3	U
Non-Verbal Intell.	+6	+5	D	+6	+9	U	+8	+9	U
Reading Word. Know.	1.8	1.5	D	2.5	2.2	D	1.7	2.0	U
Reading Comprehen.	1.1	.7	D	1.6	1.3	D	1.8	1.2	D
Arith. Computation	1.1	1.2	U	1.0	.9	D	1.1	1.1	S
Arith. Concepts	1.6	1.5	D	1.4	1.9	U	1.8	1.9	U
TOTALS	Up		3	Up		9	Up		6
	Down		13	Down		7	Down		6
	Same		2	Same		2	Same		6

It may be observed that for this third study the growth in the medians at Clinton Place declined frequently from the growth of the previous study. The Seventh Avenue scores showed increases more often than decreases. The West Kinney results seem to have been about the same as for the previous group.

III. STATISTICAL SUMMARY

As a final method of evaluation, it is interesting to match the West Kinney growth scores against the growth scores of each one of the control groups rather than against both control groups simultaneously.

Applying the methods used for the tabulation on page III-52, but on a West Kinney versus single school basis, the following results are obtained:

West Kinney	38	....	Clinton Place	20
West Kinney	25	....	Seventh Avenue	30

Applying the methods used for the tabulation on page III-54 but again on a West Kinney versus single school basis, the frequencies of greater growth are as follows:

West Kinney	114	....	Clinton Place	66
West Kinney	83	....	Seventh Avenue	98

The school to school analysis indicates that the pilot school, West Kinney, has performed quite satisfactorily in its comparison with Clinton Place achieving greater growth almost twice as frequently. However, the pilot school did not do as well in this comparison as did Seventh Avenue.

CONCLUSION

From the preceding pages the following facts have appeared:

1. West Kinney growth continued at approximately the same levels as before.

2. Seventh Avenue showed greater levels of growth than before and was slightly higher than the pilot school.

3. Clinton Place growth declined in comparison with the previous study and in comparison with the pilot school.

4. The Newark Plan results have remained constant. Results in the Title I schools are mixed since one school went up and the other down.

THIRD SUMMARY REPORT

THE NEWARK PLAN: A PROGRAM OF EXPANDED OPPORTUNITIES
AT
WEST KINNEY JUNIOR HIGH SCHOOL

PART IV

THE NEWARK PLAN CHILDREN IN THE SENIOR HIGH SCHOOL

IV. THE NEWARK PLAN CHILDREN IN THE SENIOR HIGH SCHOOLS

In June 1965, the first Newark Plan class completed three years at West Kinney Junior High School and entered the senior high schools of Newark. They are now juniors. In June 1966, the second Newark Plan class completed its three years at West Kinney and left for the senior high schools. They are now sophomores. As of June 1967, two hundred and fifty-five Newark Plan children were juniors and two hundred seventy-one were sophomores on roll in three senior high schools which had received the major portion of the West Kinney graduates. This section of the Third Summary will deal with the achievement records of the Newark Plan children in the tenth and eleventh grades of Central High School, South Side High School and West Side High School.

From a purely mathematical and statistical point of view, the children who were Newark Plan graduates should be compared with only their original control group peers who had also reached the tenth grade. However, in the final analysis, the success of the Newark Plan should be measured not only by the comparison of "Plan" children with peer groups from matched culturally and economically deprived areas, but also by comparing the West Kinney children with the students in the more general school population of Newark. In reading the present section it must be remembered, therefore, that comparative results achieved in three different senior high schools will vary widely because the pupil population of each school differs from that of the other two. Since a majority of West Kinney Junior High School pupils live in the Central High School district, it would be safe to say that the pupil population in that particular high school is more nearly similar to the

Newark Plan group in family background, and in social, economic and scholastic development. The students in West Side High School and South Side High School are, in general, from relatively higher social and economic backgrounds and should therefore present a somewhat different picture.

In a series of meetings involving Dr. David E. Weingast, former Assistant Superintendent of Schools in Charge of Secondary Education, Dr. Donald Campbell, Director of Research, the principals of the three senior high schools, and the principal of West Kinney Junior High School, a follow-up program was developed. Each high school principal has agreed to supply the following information:

1. Attendance and Tardiness

   Each senior high school will determine the total number of sophomores and juniors and the number of West Kinney children whose guidance folders are labeled "Newark Plan." Data will be as of June 1, 1967.

   Each senior high school will determine the number of days absent and the number of times tardy for the entire sophomore and junior classes and for the children of West Kinney whose guidance folders are labeled "Newark Plan." The period of time involved will be from beginning of school in September 1966 to June 1, 1967.

2. Failures

   Each senior high school will determine the number of failures for pupils in the entire tenth grade counting any subject failed. For example, any one-semester failed shall be counted the same as a yearly subject failed. Similarly, a failure in health or a failure in gym should be treated separately in the same manner as any other full year subject failure. Each senior high school will also tally the failures for the Newark Plan students in a similar manner.

   The information regarding "failures" will be determined as of June 23, 1967, so that final grades will have been recorded.

IV. THE NEWARK PLAN CHILDREN IN THE SENIOR HIGH SCHOOLS

3. Drop-outs

Each senior high school will report on the number of tenth and eleventh grade students who have dropped out between September 1966 and June 1, 1967. It is suggested that any child who has continued his education whether in a public school, private school, or even a penal institution, not be counted as a drop-out. Only those who are not receiving any further education should be classified as drop-outs.

4. Honor Roll

Each senior high school will report on the number of pupils in the tenth and eleventh grade who "made" the honor roll in any cycle. The senior high school will also report on the number of West Kinney Newark Plan students who "made" the honor roll in these cycles. The arrangement of data will be by cycles and will include the first five cycle reports.

5. Objective Testing

Each high school will administer achievement tests in reading and arithmetic to the junior class. Results will be tabulated to make comparisons between Newark Plan and non-Newark Plan students. A study will also be made of the records of those children who were involved in the original 1962 pilot and control schools.

6. Subjective Report

Each high school principal will prepare for inclusion in the summary report for the Board of Education a subjective evaluation of Newark Plan children in the high school. Suggested areas for comment were leadership, aspiration, initiative, behavior, attentiveness, etc.

IV. THE NEWARK PLAN CHILDREN IN THE SENIOR HIGH SCHOOLS

The following pages will present the information prepared by the Central, South Side and West Side High Schools and forwarded to West Kinney for interpretation and evaluation. The numbers of pupils involved in the tenth and eleventh grades are shown in Charts 42 and 43.

CHART 42 - DISTRIBUTION OF NEWARK PLAN PUPILS IN THREE SENIOR HIGH SCHOOLS
SOPHOMORE CLASS 1966-1967

SCHOOL	NEWARK PLAN	TOTAL TENTH GRADE	RATIO
Central High	148	484	31%
South Side High	70	476	15%
West Side High	53	513	10%
TOTAL	271	1473	18%

CHART 43 - DISTRIBUTION OF NEWARK PLAN PUPILS IN THREE SENIOR HIGH SCHOOLS
JUNIOR CLASS 1966-1967

SCHOOL	NEWARK PLAN	TOTAL ELEVENTH GRADE	RATIO
Central High	138	386	36%
South Side High	70	385	18%
West Side High	47	379	12%
TOTAL	255	1150	22%

IV. THE NEWARK PLAN CHILDREN IN THE SENIOR HIGH SCHOOLS

Report of Central High School -- Observations of Newark Plan Pupils

The guidance department of Central High School reported on the activities of the Newark Plan children. The following items were extracted from the report:

Future Plans of Newark Plan Juniors 1966-1967

Undecided	20
Office Work	15
Learn a trade	11
Salesman	1
Teacher	11
Nursing	11
College but undecided on major	17
Secretarial work	9
Factory work	3
Technical School	2
Business School	4
Beautician	1
Armed Forces	2
Social worker	5
Engineering	7
Law	1
Medicine	2
Physical Therapist	1

Sampling of Summer Activities - Newark Plan Juniors 1966-1967

Work in food market	4
Attendance at summer school	14
Nurse's aide at St. Michael's Hospital	1
"Outward Bound"	3
Neighborhood Youth Corps.	7
"Upward Bound" at Seton Hall	4
Princeton Cooperative Study Program	4
Church Camp Counselor	1
Girls Eagle Scout Camp	3
Boy Scout Camp	1

IV. THE NEWARK PLAN CHILDREN IN THE SENIOR HIGH SCHOOLS

Activities of Newark Plan Juniors 1966-1967

Stevens Institute - Saturday morning program in Mathematics and Science	1
Saturday-At-Rutgers Program - discussions dealing with history, political science, etc. Six sessions between April 1 and May 15, 1967	5
New York University Science and Engineering Program Introduction to Engineering and Science - Five Saturdays - selected by N.Y.U. by recommendation	3
Representative for this area and Princeton to Washington, D. C. for "American Friends" conference (Princeton Cooperative Group)	1
Science Training Program for High Ability Secondary School Students - only twenty-five in country selected, sponsored by National Science Foundation, study at State University at Buffalo, summer of 1967	1
Summer program at Mt. Hermon School, Springfield, Massachusetts, under auspices of Princeton Cooperative Program	1

CHART 44 - NEWARK PLAN CHILDREN IN CENTRAL HIGH SCHOOL - 11th GRADE						
	NEWARK PLAN Frequency	NEWARK PLAN Students	Ratio	OTHERS Frequency	OTHERS Students	Ratio
Days Absent	2453	138	18 days	6181	248	25 days
Times Tardy	1892	138	14 times	4357	248	18 times
Failures	96	138	.7	229	248	.9
Drop-Outs	3	138	2%	29	248	12%
Honor Roll	32	138	23%	24	248	10%
College Prep.	55	138	40%	47	248	19%

CHART 45 - NEWARK PLAN CHILDREN IN CENTRAL HIGH SCHOOL - 10th GRADE						
	NEWARK PLAN Frequency	NEWARK PLAN Students	Ratio	OTHERS Frequency	OTHERS Students	Ratio
Days Absent	3373	148	23 days	8745	336	26 days
Times Tardy	2942	148	20 times	5495	336	16 times
Failures	281	148	1.9	390	336	1.2
Drop-Outs	25	148	17%	36	336	11%
Honor Roll	35	148	24%	24	336	7%

Chart 44 for the eleventh grade indicates that Newark Plan pupils in the eleventh grade at Central High School had fewer absences, were tardy less frequently, and did not receive as many failures as the "others." The drop-out rate for Newark Plan pupils was extremely low when compared with that of other students. Newark Plan pupils had twice as many individuals on the honor roll and in the college preparatory pattern.

A study of chart 45 for the tenth grade reveals that the absence rate was lower for former West Kinney pupils. However, frequency of tardiness, school drop-outs, and subject failures were higher for the Newark Plan group. Again, it is interesting to note that honor roll participants were three times higher with the Newark Plan students than with the "others."

CHART 46 - NEWARK PLAN CHILDREN IN SOUTH SIDE HIGH - 11TH GRADE

	NEWARK PLAN Frequency	NEWARK PLAN Students	Ratio	OTHERS Frequency	OTHERS Students	Ratio
Days Absent	1275	70	18 days	5981	315	19 days
Times Tardy	520	70	7 times	3607	315	11 times
Failures	68	70	1.0	330	315	1.0
Drop Outs	1	70	1%	46	315	15%
Honor Roll	6	70	9%	18	315	6%
College Prep.	29	70	41%	105	315	33%

CHART 47 - NEWARK PLAN CHILDREN IN SOUTH SIDE HIGH - 10TH GRADE

	NEWARK PLAN Frequency	NEWARK PLAN Students	Ratio	OTHERS Frequency	OTHERS Students	Ratio
Days Absent	1995	70	29 days	10,886	406	27 days
Times Tardy	993	70	14 times	4,445	406	11 times
Failures	160	70	2.3	555	406	1.4
Drop Outs	12	70	17%	63	406	16%
Honor Roll	12	70	17%	54	406	13%

At South Side High School both groups in the eleventh grade had similar patterns of attendance. Newark Plan pupils were not tardy as often as "others," but the failure rate was the same for both groups. The holding power of the pilot group appears to be excellent since only 1% of the Newark Plan students left school as compared with 15% of the "others." The Newark Plan students "made" the honor roll and were enrolled in the college prep pattern more frequently.

Chart 47 indicates that the rate of absences, tardiness, and failure was higher for the Newark Plan students. The drop-out rates are approximately equal for both groups. The honor roll participation is higher for West Kinney graduates. The Newark Plan tenth graders are not doing as well as the original group now in the eleventh grade.

IV. THE NEWARK PLAN CHILDREN IN THE SENIOR HIGH SCHOOL

Report of West Side High School -- Observations of Newark Plan Pupils

A comprehensive report on the scholastic achievement, family background, personality ratings, involvement in aspirational programs, and over-all school participation was forwarded to West Kinney from the West Side High School guidance department and faculty. There are some individual pupils from the pilot group who have been outstanding at West Side. For example, the two juniors with the highest Intelligence Quotients both originated from West Kinney. Three West Side students have been selected to try out for the National Achievement Program, two are former West Kinney pupils.

Both the Newark Plan and "others" groups come from homes which are predominately matriarchal in nature. In the tenth grade, the "others" group contain 378 family units. There are 214 intact families and 164 non-intact units. The families which are not intact for the "others" group approximate 44% of the total. In contrast, 60% of the Newark Plan pupils originate from families which are not intact, i.e., one parent is deceased, parents are separated, or the youngster lives with relatives. For the eleventh graders, the home background is also significantly different for the Newark Plan child since 70% of their families may be classified as non-intact as compared with 50% for the "others" group.

Additional data for both the tenth and eleventh grades will be found on the following page:

Report of West Side High School -- Observations of Newark Plan Pupils

10th Grade Report

Categories	Others	Newark Plan
1. Family background	Not intact 44% Intact 56%	Not intact 60% Intact 40%
2. Otis I.Q. Test	Median 92 Mode 92 Range 123-62	Median 91 Mode 92 Range 111-56
3. California Reading Test	Median 7.9 Range 14.0-4.8	Median 6.4 Range 11.6-3.2
4. Princeton Program	5 students	1 student
5. Juvenile Court Referrals	45 students	None

11th Grade Report

Categories	Others	Newark Plan
1. Family background	Not intact 50% Intact 50%	Not intact 70% Intact 30%
2. Otis I.Q. Test	Median 93 Mode 93 Range 115-66	Median 92 Mode 89 Range 125-70
3. California Reading Test	Median 7.9 Range 11.8 to 5.0 and below	Median 6.5 Range 11.5-3.3
4. Princeton Program	4 students	2 students
5. Upward Bound Program	11 students	3 students
6. National Achievement Program	1 student	2 students
7. P.S.A.T.	36 students	7 students
Verbal Range	20-49	26-51
Math Range	22-57	29-48
8. National Merit Scholarship Test	30 students	6 students
Range	1% to 70%	2% to 35%
9. Juvenile Court Referrals	21 students	4 students

CHART 48 - NEWARK PLAN CHILDREN IN WEST SIDE HIGH SCHOOL - 11TH GRADE						
	NEWARK PLAN Frequency	NEWARK PLAN Students	Ratio	OTHERS Frequency	OTHERS Students	Ratio
Days Absent	1143	47	24 days	7609	332	23 days
Times Tardy	1228	47	26 times	5949	332	18 times
Failures	48	47	1.0	238	332	.7
Drop Outs	0	47	0	38	332	11%
Honor Roll	3	47	6%	58	332	17%
College Prep	13	47	28%	73	332	22%

CHART 49 - NEWARK PLAN CHILDREN IN WEST SIDE HIGH SCHOOL - 10TH GRADE						
	NEWARK PLAN Frequency	NEWARK PLAN Students	Ratio	OTHERS Frequency	OTHERS Students	Ratio
Days Absent	1496	53	28 days	12,221	460	27 days
Times Tardy	1523	53	29 times	9,548	460	21 times
Failures	74	53	1.4	457	460	1.0
Drop Outs	0	53	0	49	460	11%
Honor Roll	4	53	8%	102	460	22%

For Newark Plan students and for the "others" in the eleventh grade, the incidence of absence is approximately the same. The pilot group has a higher rate of tardiness and failure. However, not one member of the Newark Plan group dropped out of school during the year. Although only 6% of the Newark Plan students achieved the honor roll, a higher proportion are continuing in the college prep pattern.

Chart 49 presents data similar to that noted above. The absences are comparable, tardiness and failures are greater for Newark Plan students, and honor roll rates are lower. Again, the pilot group maintained its excellent holding power for not one Newark Plan student left school.

IV. THE NEWARK PLAN CHILDREN IN THE SENIOR HIGH SCHOOL

OBJECTIVE EVALUATION OF ELEVENTH GRADES IN THREE SENIOR HIGH SCHOOLS

In April 1967, tests in arithmetic and reading were administered to the eleventh grade classes in Central, South Side and West Side High Schools. The tests administered were:

Metropolitan Achievement Tests
1. Advanced Arithmetic Tests Form BM
    a. Computation
    b. Problem Solving and Concepts

2. Advanced Reading Tests Form BM
    a. Word Knowledge
    b. Reading Comprehension

Children who had been included in the 1962-1965 original study group were identified through guidance office records. Other students were also identified according to their original feeding school whether or not they had been recorded in the first study. (Approximately one-third of the 1964 ninth grade was used for the 1962-1965 report.)

No attempt was made to separate the groups into above or below 90 I.Q. because of the small numbers involved. In some charts, where pupil numbers are small, only the median scores are reported. In other cases where approximately one-half of the total graduating classes were identified, not only the median will be presented but the upper and lower quartile scores will also be presented.

IV. THE NEWARK PLAN CHILDREN IN THE SENIOR HIGH SCHOOL

There will be four different comparisons made:

1. West Kinney versus original study control school children

   The April 1967 median scores of those students who were included in the original study will be compared with the May 1965 median scores of these same children. Scores will be arranged according to original pilot and control schools without regard to their present high school location.

2. West Kinney graduates versus all control schools graduates

   The 1967 scores for all children whose feeding schools were identified will be listed. This table will compare scores of all graduates of West Kinney with the scores of the control schools students without regard to the present high school location.

3. West Kinney versus other eleventh graders in each high school

   The 1967 scores for West Kinney graduates in each high school will be compared with the scores of all other eleventh graders in that particular senior high school.

4. West Kinney versus other eleventh graders combined

   The 1967 scores for West Kinney graduates as a single group will be compared with the scores of all other eleventh graders combined in a single group without regard to senior high school location.

IV. THE NEWARK PLAN CHILDREN IN THE SENIOR HIGH SCHOOL

A COMPARISON OF NINTH GRADE MEDIAN SCORES AND ELEVENTH GRADE MEDIAN SCORES FOR PUPILS WHO WERE INCLUDED IN THE 1962-1965 FIRST SUMMARY REPORT

CHART 50A READING WORD KNOWLEDGE - SCORES AND GROWTH

Original School in 1962-65 Study	Number in Original Study	Number Identified in 11th Grade	1965 Median End of 9th Grade	1967 Median End of 11th Grade	Change
Clinton Place	131	47	8.1	9.7	1.6
Seventh Avenue	61	31	6.9	8.5	1.6
West Kinney	199	106	8.1	9.7	1.6

CHART 50B READING COMPREHENSION - SCORES AND GROWTH

Original School in 1962-65 Study	Number in Original Study	Number Identified in 11th Grade	1965 Median End of 9th Grade	1967 Median End of 11th Grade	Change
Clinton Place	131	47	7.7	8.2	.5
Seventh Avenue	61	31	6.3	7.0	.7
West Kinney	199	106	7.3	8.3	1.0

During the 1.9 year period from May 1965 to April 1967, the growth in the medians for Word Knowledge were all alike at 1.6 years (Chart 50A). The Clinton Place and West Kinney children began at the same level and ended together after equal growth. The Seventh Avenue group began lower and ended lower but had the same growth.

In Comprehension, all schools were lower in level and lower in growth. The West Kinney children showed the most growth (1.0 years). It may be concluded that, in general, the original Newark Plan children continued to compare favorably in reading levels with the other eleventh grade pupils from the control schools.

IV. THE NEWARK PLAN CHILDREN IN THE SENIOR HIGH SCHOOL

A COMPARISON OF NINTH GRADE MEDIAN SCORES AND ELEVENTH GRADE MEDIAN SCORES FOR PUPILS WHO WERE INCLUDED IN THE 1962-1965 FIRST SUMMARY REPORT

CHART 50C ARITHMETIC COMPUTATION - SCORES AND GROWTH

Original School in 1962-65 Study	Number in Original Study	Number Identified in 11th Grade	1965 Median End of 9th Grade	1967 Median End of 11th Grade	Change
Clinton Place	131	47	7.2	7.6	0.4
Seventh Avenue	61	31	7.1	7.4	0.3
West Kinney	199	106	6.7	7.1	0.4

CHART 50D ARITHMETIC CONCEPTS - SCORES AND GROWTH

Clinton Place	131	47	7.5	7.8	0.3
Seventh Avenue	61	31	7.0	7.6	0.6
West Kinney	199	106	7.1	7.3	0.2

Growth in arithmetic skills is slight during the tenth and eleventh grade. In Computation the change in medians during the 1.9 year period was at most 0.4 years. In the Concepts area the greatest growth was only 0.6 years. It should be noted that the study children entered seventh grade one-half year higher in arithmetic than in reading (pages 11-14). When they left the ninth grade, Word Knowledge levels had generally exceeded the arithmetic scores. By the end of the eleventh grade, the reading scores are considerably higher in Word Knowledge and generally higher in Reading Comprehension. For these sample groups, it may be said that by the end of the eleventh grade their average arithmetic levels were in the seventh grade and their average reading levels were mostly eighth and ninth grade.

IV. NEWARK PLAN CHILDREN IN THE SENIOR HIGH SCHOOLS

In previous studies, one of the criterion used for determining the inclusion of a particular student was that he be present for all tests. The question might be raised by the reader as to whether these children represented a "true" cross section or whether the inclusion of absentees would have caused significant variation in results. It was felt, therefore, that it would be interesting to compare the scores of all students who had graduated from the pilot and control schools and who had taken any test. These quartile and median scores are listed in Chart 51A and 51B. (The numbers of pupils varied slightly from test to test.)

CHART 51A - SCORES ACHIEVED BY ALL 11TH GRADE STUDENTS WHO HAD GRADUATED FROM THE PILOT OR CONTROL SCHOOL

SCHOOL	NO.	READING WORD KNOWLEDGE			READING COMPREHENSION		
		Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	135	7.4	9.5	10.8	6.6	7.5	9.7
SEVENTH AVENUE	112	6.3	7.6	10.1	5.1	6.3	9.2
WEST KINNEY	222	6.7	9.2	10.8	6.1	7.7	9.9

CHART 51B - SCORES ACHIEVED BY ALL 11TH GRADE STUDENTS WHO HAD GRADUATED FROM THE PILOT OR CONTROL SCHOOL

SCHOOL	NO.	ARITHMETIC COMPUTATION			ARITHMETIC CONCEPTS		
		Q_1	M	Q_3	Q_1	M	Q_3
CLINTON PLACE	135	6.6	7.4	8.3	6.5	7.5	8.5
SEVENTH AVENUE	112	6.1	7.1	7.9	6.4	7.3	8.3
WEST KINNEY	222	6.1	7.1	8.1	6.3	7.2	8.5

Comparisons with the 1967 column in Charts 50 indicate that the median for the total groups are lower in reading by 0.2 to 0.9 years than the scores for pupils who were present for all tests. However, the differences for the arithmetic medians was no more than 0.3 years. In general, the comments on the preceding pages still apply.

IV. THE NEWARK PLAN CHILDREN IN THE SENIOR HIGH SCHOOLS

Another study worthy of attention is that which compares the achievement levels of Newark Plan juniors with the levels of all other eleventh graders in a particular high school. It should be noted that in this comparison the West Kinney Junior High graduates are being matched with graduates of K-8 elementary schools and other junior high schools. The pilot group is thus competing against children whose socio-economic background may be entirely different. In the final analysis these comparisons are perhaps the most realistic since the West Kinney children will compete in the world-at-large with people from all segments of our society.

CHART 52A - WEST KINNEY JUNIOR HIGH AND CENTRAL HIGH SCHOOL - 11TH GRADE

SCHOOL	NO.	READING WORD KNOWLEDGE			READING COMPREHENSION		
		Q_1	M	Q_3	Q_1	M	Q_3
OTHER JUNIORS	248	6.1	7.6	10.1	5.1	6.3	8.6
NEWARK PLAN	138	6.5	9.2	10.5	5.9	7.5	9.7

CHART 52B - WEST KINNEY JUNIOR HIGH AND CENTRAL HIGH SCHOOL - 11TH GRADE

SCHOOL	NO.	ARITHMETIC COMPUTATION			ARITHMETIC CONCEPTS		
		Q_1	M	Q_3	Q_1	M	Q_3
OTHER JUNIORS	248	6.1	6.9	7.7	6.4	7.3	8.1
NEWARK PLAN	138	6.2	7.1	8.2	6.4	7.3	8.8

In the areas of reading, the medians for West Kinney children are more than one year above those of the other Central juniors. Indeed all scores in Chart 52A show higher levels for the Newark Plan students.

In arithmetic, although the Newark Plan children have higher scores than the other eleventh graders, the differences are much less than those in reading.

IV. THE NEWARK PLAN CHILDREN IN THE SENIOR HIGH SCHOOLS

CHART 53A - WEST KINNEY JUNIOR HIGH SCHOOL AND SOUTH SIDE HIGH - 11TH GRADE

SCHOOL	NO.	READING WORD KNOWLEDGE			READING COMPREHENSION		
		Q_1	M	Q_3	Q_1	M	Q_3
OTHER JUNIORS	315	7.3	9.2	10.8	6.1	7.5	9.7
NEWARK PLAN	70	6.5	7.9	10.2	6.1	7.5	9.2

CHART 53B - WEST KINNEY JUNIOR HIGH SCHOOL AND SOUTH SIDE HIGH - 11TH GRADE

SCHOOL	NO.	ARITHMETIC COMPUTATION			ARITHMETIC CONCEPTS		
		Q_1	M	Q_3	Q_1	M	Q_3
OTHER JUNIORS	315	6.5	7.4	8.1	6.5	7.5	8.3
NEWARK PLAN	70	6.1	7.1	7.6	5.8	6.6	8.1

CHART 54A - WEST KINNEY JUNIOR HIGH AND WEST SIDE HIGH - 11TH GRADE

SCHOOL	NO.	READING WORD KNOWLEDGE			READING COMPREHENSION		
		Q_1	M	Q_3	Q_1	M	Q_3
OTHER JUNIORS	332	6.7	8.7	10.2	5.9	7.5	9.2
NEWARK PLAN	47	7.4	9.5	11.7	6.3	8.2	10.8

CHART 54B - WEST KINNEY JUNIOR HIGH AND WEST SIDE HIGH - 11TH GRADE

SCHOOL	NO.	ARITHMETIC COMPUTATION			ARITHMETIC CONCEPTS		
		Q_1	M	Q_3	Q_1	M	Q_3
OTHER JUNIORS	332	6.5	7.4	8.5	6.5	7.3	8.5
NEWARK PLAN	47	6.0	6.9	8.5	6.3	7.3	8.5

At South Side High School (Charts 53) the Newark Plan students are generally achieving at lower levels than their classmates. Except for Reading Comprehension, their scores are frequently lower by one-half year or more.

At West Side High School (Charts 54) the West Kinney students have higher reading levels than the other juniors. The "Non-Newark Plan" West Side students are somewhat higher in Computation but there is almost no difference between the groups in Arithmetic Concepts.

IV. THE NEWARK PLAN CHILDREN IN THE SENIOR HIGH SCHOOLS

The final study of the achievement levels in the senior high school will broaden the comparison of Newark Plan children with other eleventh graders. In the preceding pages, the West Kinney graduates were compared with other juniors in each individual high school. However, because of the high mobility rate due to urban renewal and other causes, students do not necessarily remain in the same senior high school for three or four years. It is, therefore, useful to compare the pilot school children with all other juniors in the three senior high schools combined as a single group.

CHART 55A - WEST KINNEY JUNIOR HIGH AND COMBINED SENIOR HIGHS - 11TH GRADE

SCHOOL	NO.	READING WORD KNOWLEDGE			READING COMPREHENSION		
		Q_1	M	Q_3	Q_1	M	Q_3
OTHERS	895	6.8	8.4	10.2	5.9	7.3	9.2
WEST KINNEY	255	6.1	9.1	10.7	6.1	7.7	9.9

CHART 55B - WEST KINNEY JUNIOR HIGH AND COMBINED SENIOR HIGHS - 11TH GRADE

SCHOOL	NO.	ARITHMETIC COMPUTATION			ARITHMETIC CONCEPTS		
		Q_1	M	Q_3	Q_1	M	Q_3
OTHERS	895	6.4	7.2	8.3	6.5	7.3	8.3
WEST KINNEY	255	6.1	7.1	8.1	6.3	7.3	8.5

It may be concluded from the charts above that the Newark Plan children have achieved generally higher reading levels than their classmates and are at approximately the same arithmetic levels as all other juniors in the three senior high schools.

IV. THE NEWARK PLAN CHILDREN IN THE SENIOR HIGH SCHOOLS

SUMMARY

In each of the preceding studies, the same conclusions were reached. The original Newark Plan children compare favorably with their eleventh grade peers in the areas of Reading Word Knowledge and Reading Comprehension. The achievement levels of the West Kinney graduates are about on a par with the levels of their classmates in the areas of Arithmetic Computation and Arithmetic Concepts..

With respect to attitudinal levels, the reports of the three high schools for the eleventh graders (original Newark Plan) are as follows:

1. Absences - Newark Plan lower in 2 of the 3 schools.
2. Tardiness - Newark Plan lower in 2 of the 3 schools.
3. Failures - Newark Plan lower in 1, equal in 1, higher in 1 school.
4. Drop-Outs - Newark Plan less than one-sixth of others in every school.
5. Honor Roll - Newark Plan higher in 2 of the 3 schools.
6. College Prep- Newark Plan higher in every school.

For the tenth graders in the three senior high schools during the 1966-1967 school year, the report may be summarized as follows:

1. Absences - Newark Plan lower in 1, slightly higher in 2 schools.
2. Tardiness - Newark Plan higher in all three senior high schools.
3. Failures - Newark Plan higher in all 3.
4. Drop-Outs - Newark Plan very low in 1, about equal in 1, higher in 1.
5. Honor Roll - Newark Plan higher in 2 of the 3 senior high schools.

IV. THE NEWARK PLAN CHILDREN IN THE SENIOR HIGH SCHOOLS

It may be seen that the original Newark Plan students have done remarkably well in comparison with the other eleventh graders. However, the scores of the second group of West Kinney graduates who were tenth graders in 1966-1967 did not match the scores of their predecessors.

Outstanding among the data reported is the very low drop-out rate for the original Newark Plan children at all schools (2%, 1% and 0%) and the fact that they had the higher proportion of students enrolled in College Preparatory programs in all three senior high schools. Future studies will be needed to determine whether the second group will "catch up" to the first group and whether the original Newark Plan students will continue to do well through the twelfth grade and into higher education and the business world.

THIRD SUMMARY REPORT

THE NEWARK PLAN: A PROGRAM OF EXPANDED OPPORTUNITIES
AT
WEST KINNEY JUNIOR HIGH SCHOOL

PART V

APPENDIX

WEST KINNEY JUNIOR HIGH SCHOOL
Newark Plan Bulletin

EXPERIMENTAL AND ENRICHMENT MATERIALS

The materials listed below can be obtained from The Newark Plan office upon request:

I. MATERIALS FOR TEACHERS' PROFESSIONAL GROWTH
  A. General - books and periodicals
    Ashton-Warner, Sylvia. Teacher
    Burchill, G.W. Work Study Programs for Alienated Youth
    Educational Supplements for Teachers
    "Education U.S.A."
    Funk & Wagnall. Standard Dictionary of Folklore, Mythology and Legend Vols. I & II
    Johnson, Orville, Education for the Slow Learner
    Passow, A. Harry. Education in Depressed Areas
    Reissman. Culturally Deprived Child
    Roucek. The Difficult Child
    Sangamon Source Series of Free Teaching Materials
    Schreiber, Daniel. The Dropout
    Schreiber, Daniel. Guidance and the School Dropout

  B. Specific subject areas - books and periodicals
   1. English and Reading
    Botel, Morton. How to Teach Reading
    DeChant, Emerald. Improving the Teaching of Reading
    Harr, Wagner Co. Laugh and Learn Grammar
    Postman, Neil. Television and the Teaching of English
    Playing with Words
    Principles and Practices of Teaching of Reading
    SRA Reading Institute Extension Services
      a. Helping Children Read Better
    Summers, Whan & Rouse. How to Debate

   2. Science
    Ideas for Teaching Junior High School Science
    Elementary Chemistry
    Science (AAAS)
    Science News
    Science Projects You Can Do
    Science You Can Use
    Science Teaching in Secondary Schools
    Supervision for Quality Education in Science

   3. Math
    A. Booklets
      What is Modern Math?
      Numbers in Ancient Times
      The Second All Russian Olympiad in Math
      Can and Can't in Geometry
      Thirty Projects for Math Clubs and Exhibitions
    B. Wall Posters
      Mathematics in Life
      Opportunities in Mathematics
      A Collection of Selected Math Posters
      Elementary Geometry Charts

Specific subject areas - books and periodicals (con't)

4. Social Studies
    Free & Inexpensive Learning Materials 1967

5. Physical Education
    Youth Fitness Test Manuals

6. Home Economics Handbook
    Home Economics Handbook

II. TEACHING/LEARNING MATERIALS FOR USE IN THE CLASSROOM

A. Book, periodicals and supplies for specific subject areas

1. English and Reading
    - A Raisin in the Sun (paperbacks)
    - Call Them Heroes - Bks. 1,2,3,4 (grades 4-5)
    - Classic Comics
    - Dolch Reading Games
        - a. Take
        - b. Basic Sight Vocabulary Cards
        - c. The Syllable Game
        - e. Sight Phrase Cards
        - f. Consonant Lotto
        - g. Vowel Lotto
        - h. Group Sounding Game
        - i. Group Word Teaching Game
    - Lamb's Tales from Shakespeare
    - Nesbit. The Children's Shakespeare
    - Readers Digest Adult Readers (grades 1-4)
    - Romeo and Juliet (paperbacks)
    - Scope Magazine
    - Shotwell, Louisa R. Roosevelt Grady (paperbacks)
    - Springboards
        - a. Mara Stops Thief
        - b. Nick and Gang
    - Taming of the Shrew (paperbacks)
    - The Sign in Sidney Brustein's Window (paperbacks)

2. Social Studies
    - Negro Heritage Library
    - News Focus (Current Events materials received weekly for duplication and overhead projection use)
    - Pictorial History of Negro in America
    - Scholastic Magazine
    - Springboards
        - a. Civil Rights
        - b. Freedom of Worship

3. Science
    - Booklets
        - a. Edison Experiments You Can Do
        - b. Edison's Invention Factory
        - c. Exploring the Universe
        - d. Exploring Nearby Space
        - e. Inside the Atom
        - f. More Edison Experiments You Can Do

3. Science Con't
    - g. Physical Geography
    - h. New Science Reading Adventures (Workbook Levels 3,4,5,6)
    - i. Secrets of the Sea
    - j. Science Experiments
    - k. The Earth and Its Story
    - l. These Are My People (The story of the natural gas industry and its people)
    - m. Weather and You
    - n. What Insect Is That?
    - o. Where Did You Come From? (The story of how electricity is made)
  - Current Science Magazine
  - Earth-Space Science (liquid duplicators)
  - Modern Science Kits
    - a. Rockets
    - b. Atomic Energy
    - c. Jets
    - d. Radar
    - e. Electricity
  - Science and Math Weekly Reader
  - Science Reading Adventures (levels 3,4,5,6)
  - Reader's Digest Science Readers (Levels 3,4,5,6)
  - Rubber Laboratory Aprons (35 for classroom use)

4. Math
  - Continental Press Liquid Duplicators
    - a. A New Look at Percentage
    - b. A New Look at Decimals
    - c. Junior High Arithmetic
  - Dry Measure Kit Set
  - Flannel Board
  - Symbols for Flannel Board
  - New Math Flash Cards
    - a. Addition
    - b. Subtraction
    - c. Multiplication
    - d. Division
  - Science & Math Weekly Reader

5. Fine Arts
  - Artist Jr: Principles of Art Series
  - Various tools and materials for exploring new techniques

6. Industrial Arts
  - Various tools and materials for exploring new techniques

7. Language
  - Spanish Flash Card Kit
  - Spanish Card Game
  - El Sol Magazine subscription

8. Home Economics
  - McCalls Do It Yourself Book
  - McCalls Make It Yourself Book
  - Make Your Own Gift

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B. Audio-visual materials for specific subject areas

1. English and Reading
    - a. LP Records
        - The Three Musketeers
        - William Tell
        - A Child's Introduction to Shakespeare
        - Paul Bunyan
        - The Knights of the Round Table
        - Robin Hood
        - The Sound Way to Easy Reading
        - I Started Out as a Child (Bill Cosby)
    - b. Tapes
        - Studio A Playhouse
            - Footfalls
            - Tell-Tale Heart
        - Wonderful World of Books
            - 20,000 Leagues Under the Sea
            - Rip Van Winkle
            - The Ransom of Red Chief
        - Jury Trail
        - James Weldon Johnson
    - c. Filmstrip & Record
        - What to Look for in Drama & Fiction
            - The Use of the Title
            - The Foreshadowing
            - The Symbol
            - The Transgression
2. Social Studies
    - a. LP Records
        - A Child's Introduction to Historical American Speeches
        - Adventures in Negro History
        - Dialogues on Democracy
    - b. Tapes
        - Cretian Man
        - Caveman - No Place for a Know It All
        - Decline of Rome - World History
        - N.J. Portraits
            - Clara Barton
            - Aaron Burr
        - Witchcraft in Salem
        - Witchcraft in Trial in Salem
3. Math
    - a. Filmstrip and Record
        - Measurements are for a Purpose
4. Science
    - a. Record and Filmstrip Kit
        - The Search and the Prize
    - b. Tapes
        - Tales of the Yet to Come
        - It's Such a Beautiful Day
        - Electromagnetism
        - Messages and Men
            - Magic Mark
            - Laws of Stone
        - From the Earth to the Moon
        - Round the Moon

B. Audio-visual materials for specific subject areas(con't)

5. Music
   - a. LP Records
     - Brigadoon
     - Camelot
     - Chicago Symphony/Reiner
     - Christmas Songs
     - Don Juan
     - Great Operatic Arias
     - Iturbi
     - King & I
     - Kiss Me Kate
     - Nutcracker Suite
     - Romeo and Juliet
     - Sound of Music
     - South Pacific
     - The Sorcerer's Apprentice
     - Young Abe Lincoln
     - Vienna

6. Industrial Arts
   - Stanley Tool Visual Teaching Aids (36 wall charts)
   - Stanley Tool Safety Charts
   - Stanley Tool Filmstrip Library (6 sets)
   - Overhead Projector Transparencies

7. Home Economics
   - a. Filmstrip and Record Kit
     - Charm by Choice
     - Flowers and You

8. Physical Education
   - a. LP Record
     - The Chain Across the Land (Health)

Other Filmstrips

1. English
   - Biographies w/record
     - a. Harriet Tubman
     - b. Frederick Douglas
     - c. Many McLeod Bethune
     - d. George W. Carver
     - e. Benjamin Banneker
     - f. Robert Smalls
   - Coach for Good English Series
     - a. Linking Verbs and Predicate Nominatives
     - b. Transitive Verbs and Direct Objects
     - c. Adverbial Clauses and Complex Sentences
     - d. Adjective Clauses and Relative Pronouns
     - e. Using Perfect Tenses, Building Sentences
     - f. Compound Sentences General Review
   - Punctuation Series
     - a. The Comma, Part 1 & 2
     - b. The Semi-Colon & Colon
     - c. End Punctuation
     - d. Quotation Marks & Italics
   - Library
     - a. Librarian
     - b. The Card Catalog
     - c. Finding Information
     - d. How We Find Out
     - e. Look It Up
   - Reading
     - a. Rhyme Time
     - b. Beginning Sounds
     - c. Letters and Sounds
     - d. Fun with Words
   - Grammar
     - a. Building a Paragraph
     - b. Mr. Adjective -Helper to Mr.Noun
     - c. Mr. Pronoun-Sub. for Mr. Noun
     - d. Mr. Verb
     - e. Nouns
     - f. Verbs
   - Goals in Spelling
     - a. Tricky Consonant Sounds
     - b. Consonant Sounds
     - c. Hearing Sounds in Words
     - d. Studying Long Words
     - e. Letters Which Work Together
     - f. Long Vowel Sounds

Other Filmstrips (Con't)

1. English (Con't)

Myths of Greece and Rome
- a. Prometheus & Pandora
- b. Appolo & Phaeton
- c. Ceres & Proserpina
- d. Baucis & Philemon
- e. Atlanta's Race
- f. Minerva & Arachne

Pilot to Good English
- a. More About Verbs
- b. How Pronouns Help
- c. Verbs and their Subjects
- d. Verbs, Motors of Sentences
- e. Other Words that Help Build Sentences
- f. Learning about Simple Sentences

Word Study Series
- a. Unusual Word Origins
- b. Synonyms, Anton

Myths & Legends of Ancient Greece and Rome
- a. Pandora and the Gift of the Gods
- b. King Midas and the Golden Touch
- c. Daedalus and Icarus
- d. Jason and the Golden Fleece
- e. Theseus and the Minataur
- f. Phaeton and the Chariot of the Sun
- g. Pegasus and Bellerophon
- h. The Trojan Horse
- i. The Sword of Damocles
- j. Damon and Pythias

Fundamentals of Vocabulary Building
- a. Name the Right Word
- b. Words that Rhyme
- c. Synonyms
- d. Homonyms
- e. Find Another Word
- f. Prefixes and Suffixes
- g. Singular and Plural
- h. Seeing Words Clearly
- i. The Dictionary and Other Reference Books

Fundamentals of Language Arts
- a. Select the Best Title
- b. Name the Picture
- c. Can You Tell Why?
- d. Select the Right Words
- e. Famous Events in American History
- f. Famous Works of Art
- g. Famous People
- h. Historic Places
- i. Story Book People

Heroes of Greek Mythology
- a. Ulysses in the Cave of the Cyclops
- b. Jason and the Golden Fleece
- c. The Golden Apples of Hesperides
- d. Orpheus & Eurydice
- e. Pagasus & Belleraphon
- f. Daedalus & Icarus

Parts of Speech
- a. Verbs
- b. Nouns
- c. Adverbs
- d. Pronouns
- e. Adjectives
- f. Why Study Grammar?
- g. Phrases & Clauses
- h. Parts of Speech, Prepositions, Conjunctions & Interjections

Enjoying Poetry Series w/records
- a. Riddles
- b. Limericks
- c. Short Poems - Part I
- d. Short Poems - Part II
- e. Story Poem -Casey at the Bat
- f. Story Poem - Leak in the Dike
- g. Story Poem - Paul Revere's Ride
- h. Story Poem - Daniel Boone
- i. Story Poem - Barbara Frietchie

Fundamentals of Reading
- a. Bob and Jane at Home
- b. Find the Right Word
- c. Fun with Words
- d. Games with Words
- e. Reading Puzzles
- f. Fun with Sentences
- g. Fun with A-E-I-O-U
- h. Word Beginning Clues
- i. Word Ending Clues

Fundamentals of Grammar
- a. The Name-Calling Mr. Noun
- b. The Singular and the Plural - Mr. Noun
- c. The Possessive Mr. Noun
- d. Mr. Pronoun - Substitute for Mr. Noun
- e. A Second Visit to Mr. Pronoun
- f. Mr. Adjective - Helper to Mr. Noun
- g. Mr. Verb - Man of Action
- h. Mr. Adverb - Man of All Work
- i. Mr. Servants on the Third Floor: Mr. Conjunction, Mr. Preposition, Mr. Interjection

Other Filmstrips (Con't)

1. English(Con't)

Authors of Many Lands and Many Times
- a. Homer, The Blind Greek Epic Writer
- b. Dante Alighierei, Great Poet of Italy
- c. Miguel De Cervantes, Famous Author of Spain
- d. William Shakespeare, England's Greatest Dramatist
- e. Hans Christian Andersen, Denmark's Creator of Early Tales
- f. Alexandre Dumas, French Writer of Adventure
- g. Charles Dickens, Author and Reformer
- h. Edgar Allan Poe, Poet and Short Story Writer
- i. Mark Twain (Samuel L. Clemens) America's Beloved Humorist and Author

Hans Christian Anderson
How We Use the Telephone
Moby Dick
Poe's - The Gold Bug
William Tell

Adventures in Reading
- a. Captains Courageous by Rudyard Kipling
- b. Swiss Family Robinson by J.R.Wyss
- c. Hans Brinker or The Silver Skates by Mary Mapes Dodge
- d. Bambi by Felix Salten
- e. Kidnapped by Robert Louis Stevenson
- f. Tom Sawyer by Samuel M. Clemens (Mark Twain)
- g. Twenty Thousand Leagues Under the Sea by Jules Verne
- h. A Tale of Two Cities by Charles Dickens
- i. The Call of the Wild by Jack London

Folklore & Legendary Heroes
- a. Davy Crockett and the First Frontier
- b. Paul Bunyan, Lumberjack of the North Woods
- c. Pecos Bill, Cowhand of the Old Southwest
- d. Mike Fink and the River Highways

Reviewing
Roland
School Helpers

- -

2. Mathematics and Business Math

Decimals & Percentage
- a. Introduction to Decimals
- b. Multiplying Decimals
- c. Using Percentage

Dollar Series
- a. Directing Your Dollars
- b. Dollars for Health
- c. Dollars for Security

Money-Functions and Forms

Modern Elementary Algebra
- a. The Language of Sets
- b. Open Sentences
- c. The Number Line
- d. Negative Numbers
- e. The Closure, Commutative and Associative Properties

Solving Problems:Two Equations
RearrangementTheorem of Addition
Materials for the Teaching of Arithmetic

- -

3. Social Studies

United Nations Today Series
- a. A Day at the United Nations
- b. Achievements and Problems of the United Nations
- c. The United Nations and the End of Colonialism
- d. The United Nations Family of Agencies
- e. Organization of the United Nations
- f. History of the United Nations

The Growth of Our Nations 1783-1860
- a. A Difficult Period, 1783-1788
- b. The New Plan of Government
- c. Problems of the New Nation
- d. The War of 1812
- e. Westward Ho
- f. The Spread of Democracy
- g. Andrew Jackson & Texas
- h. Independence
- i. The Nation Grows
- j. Better Ways of Living

Other Filmstrips (Con't)

3. Social Studies(Con't)

Your Federal Government
- a. The Federal Government
- b. Judicial Branch
- c. How a Bill Becomes a Law
- d. Our Capital City
- e. The Legislative Branch
- f. The Executive Branch

Old World Backgrounds of American History
- a. Egypt, Land of the Nile
- b. The Glory that was Greece
- c. The Nations Arise - The Dark Ages 400 - 1000 A.D.
- d. The Rebirth of Learning - The Renaissance
- e. Age of Exploration
- f. Prehistoric Man - Dawn of Civilization
- g. The Early Nation of Southwest Asia
- h. The Grandeur that was Rome
- i. Man Achieves New Freedoms - Middle Ages, 1000 -1492

American Interest in Asia
Ancient Athens
Ancient Egypt
Bolivia - Land of the Sky
Children Near and Far
Developments Abroad - Immigration
El Salvador
England and Scotland
Executive Branch
Flat Maps of a Round World
Geography of New Jersey
- a. An Introduction to N.J.
- b. The Landform Regions of N.J.
- c. Agriculture in The Garden State
- d. Recreation and Travel
- e. Manufacturing - Part 1 & 2

Ole and Olga of Norway
Pedro and Maria of Mexico
South America -Life in the High Mountains and on the Plateaus
Germany
Growth in National Power - The Pan American Union

Civics Series
- a. Why We Pay Taxes
- b. How Our Laws are Made
- c. Young Citizen
- d. Citizen and His Courts
- e. Our President
- f. President's Cabinet

Fundamentals of Economics w/record
- a. What is Economics
- b. Money
- c. Taxes
- d. Banks and Banking
- e. Business Organization
- f. Labor & Labor Unions
- g. Credit Buying
- h. Population

History of New Jersey
- a. Pre-Revolutionary History of N.J.
- b. During the Revolutionary War

Honduras
Island Possessions
Latitude, Longitude and Time
Legislature Branch
Life in Peru
Man Learned to Shelter Himself
Maps for the Air Age
Maps for Special Purposes
Maps Through the Ages
Mexico
North, South, East, & West
Our Consititution
Results of the War - The Leagues of Nations
The First World War
The Geography of South America
The Republic of South Africa
The Panama Canal
The Spanish American War
Uruguay
The United States Joins the Allies - The Peace Treaty
Using Common Maps
Using the Globe
Venezuela - Candle of Liberty
Yugoslavia

- -

4. Science

Physical

Alternating Current Circuits

Conservation of Momentum
Crystals and their Properties
Electro-chemistry - Linking two Sciences
Energy
Heat & Temperature - Molecular Energy
Night and Day

Other Filmstrips (Con't)

4. Science (Con't)
   - Physical
     - Our Earth is Changing
     - The Noble Gases
     - The Versatile Oscilloscope
     - Moments of Force and Torque
   - Biological
     - Chlorophyll-Capturing the Sun's Energy
     - Bones and Muscles
     - Bears, Pandas, and Raccoons
     - Biological Societies
     - The Fruit Fly - Key to Heredity
   - Biological (Con't)
     - Flowers at Work
     - Immunity-Safeguard Against Disease
     - Animal Care in the Laboratory
     - Insect Pests
     - Large Hoofed Mammals
     - Livings Things and Radiation
     - Mechanics of Breathing
     - Primates - Monkeys and their Relatives
     - Radioisotopes - A Biological Food
     - Rodents
     - The Fungi- Non-Green Plants

5. Guidance
   - Exploring Moral Values
     - Prejudice - Area 1 -Filmstrips 1-3
       - Filmstrip #1
         - a. Moving In
         - b. The Crippled Girl
         - c. Dressed Up
       - Filmstrip #2
         - a. Latin-American Christmas
         - b. The Team
         - c. Salvation Army
       - Filmstrip #3
         - a. The Sabbath
         - b. The Election
         - c. The Rich Girl
         - d. Picking a Team
     - Personal Values -Area 2 -F.S. 4-7
       - Filmstrip #4
         - a. The Little Brother
         - b. The Poor Girl
         - c. The Lawn
       - Filmstrip #5
         - a. The Stranger
         - b. Bus Line
         - c. Frightened
       - Filmstrip #6
         - a. Waiting for a Package
         - b. Homework
         - c. Pay Day
       - Filmstrip #7
         - a. Fire!
         - b. The Peanut
         - c. Sunday School
     - Authority - Area 3-Filmstrip 8 -11
       - Filmstrip #8
         - a. Mind Your Older Sister
         - b. Crossing the Street
         - c. You're Out!
       - Filmstrip #9
         - a. The Meeting
         - b. The Paper Plane
         - c. Fooling Around
       - Filmstrip #10
         - a. Keep Off the Grass
         - b. Trespassers
         - c. The Vase
       - Filmstrip #11
         - a. Blocking the Sidewalk
         - b. In Trouble
     - Honesty - Area 4 -Filmstrips 12-15
       - Filmstrip #12
         - a. The Dollar Bill
         - b. The Candy Store
         - c. The Accident
       - Filmstrip #13
         - a. The Bully
         - b. The Orange
         - c. The Hold Up
       - Filmstrip #14
         - a. The Boys
         - b. Test Today
         - c. Finding a Pen
       - Filmstrip #15
         - a. The Test
         - b. Caught
   - Are You an Interesting Person?
   - Are You Adaptable?
   - As Others See You
   - Can You Afford This Date?
   - Don't Know? Look it Up!
   - Getting Along at Home
   - Getting Along with Your Brothers & Sisters
   - Getting Along with Yourself
   - Getting the Most Out of High School
   - Getting the Most Out of Your Day
   - Going Steady?
   - How Can I Understand Other People?

Other Filmstrips (Con't)

5. Guidance(Con't)
   - If it Isn't Yours
   - How Did You Do in Your Exams?
   - Is There a Typical Family?
   - Making the Most of Your School Days
   - Manners Mean More Fun
   - Money for Further Education
   - New Career Opportunities
   - Parents are People, Too
   - Planning Ahead After High School
   - So Your Budget Won't Budge
   - So You Are Not Just Like Everybody Else
   - So You Want to be Independent
   - The Family- A Changing Pattern
   - Thinking Together
   - The Ins and the Outs
   - To Have a Neighbor, Be a Neighbor
   - Skills That Pay Off
   - What About Dates?
   - When Are We Ready for Marriage?
   - Which College For Me?
   - Who Are Your Ideals?
   - Who Do I Want to Be?
   - Why Should I Care How he Feels?
   - Your Life of Work
   - Your School Record is Important

6. Health
   - Brush Up on Your Teeth
   - Good Health and You
   - Hidden Enemies in Your Home
   - Keeping Myself Healthy and Safe
   - Skimpy and a Good Breakfast
   - To Smoke or Not to Smoke